VOL. XXIII. JULY 1918 NO. 4

B.S.N.S. QUARTERLY
CATALOG NUMBER

BLOOMSBURG STATE NORMAL SCHOOL



SIXTH DISTRICT
BLOOMSBURG, PA.
1918 – 1919

July 1918

German is dropped in the course of study.

Bloomsburg State Normal School

THE B. S. N. S.

QUARTERLY

CATALOG NUMBER

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Sixth District

Bloomsburg, Columbia County

Pennsylvania

1918=1919

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VIEWS OF NORMAL

1918 CALENDAR 1919

FALL TERM

13 Weeks

Registration days, Monday and Tuesday, September 9 and 10, 1918.
Philologian Anniversary, Saturday, November 30, 1918.
Closes Saturday, December 7, 1918.

1918-1919

WINTER TERM

13 Weeks

Opens Monday, December 10, 1918.
Beginning of Christmas Vacation, Friday, December 20, 1918.
Work resumed Thursday, January 2, 1919.
Magee Contest, February 12.
Calliepian Anniversary, Friday, February 22, 1919.
Closes Saturday, March 8, 1919.

1919

SPRING TERM

14 Weeks

Opens Tuesday, March 18.
Easter Vacation begins Friday, April 11.
Work resumed Tuesday, April 22.
Second Year Contest, Saturday, May 10.
Recital, Music Department, Saturday, June 21.
Baccalaureate Sermon, Sunday, 3.30 P. M., June 22.
Entertainment by Junior Class, Monday, 8.15 P. M., June 23.
Class Reunions, Tuesday, 2.00 to 5.00 P. M., June 24.
Class Day Exercises, Tuesday, 8.15, June 24.
Commencement, Wednesday, 10.00 A. M., June 25.

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The Promenade

COURSE OF STUDY

This course is based on the "unit" plan as proposed by The Carnegie Foundation.

"A unit" represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

(This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis and assumes that the length of the school year is from thirty-six to forty weeks; that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject can not be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit).

Students admitted to the First Year shall have a fair knowledge of Arithmetic, Reading, Orthography, Penmanship, United States History, Geography, Grammar, Physiology, Civics, and the elements of Algebra to Quadratics. Test by Faculty.

FIRST YEAR

	No. of 60 min. periods	or No. of 45 min. periods.
Algebra	120	160
Latin, French, German or Spanish	120	160
School Management and School Law	120	160
Orthography	30	40
Reading and Public Speaking	40	50
Ancient and Medieval History	80	100
Physical Geography	40	50
Arithmetic	80	100
Grammar	120	160
Vocal Music	40	50
Physical Training	60	80
Manual Training or Household Arts	40	50
		1160

SECOND YEAR

	No. of 60 min. periods	or No. of 45 min. periods.
Plane Geometry	120	160
Rhetoric, Composition, Classics	120	160
Botany	80	100
Zoology	40	50
Civics	40	50
Modern History and English History	80	100
Caesar, French, German or Spanish	120	160
General Methods	120	160
Drawing	80	100
Physical Training	60	80
		1120

THIRD YEAR

	No. of 60 min. periods	or No. of 45 min. periods.
Psychology and Observation	120	160
Literature, English and American	80	100
History, U. S.	60	80
Geography	60	80
Physiology and School Sanitation	60	80
Methods in History and Geography	80	100
Chemistry	120	160
Physical Training	60	80
	(Required Elective)	160
		1000

In addition to the above subjects, there shall be included one of the following:

Cicero, Spanish, French, German, Solid Geometry and Trigonometry, Geology and Astronomy, Economics, or any two half units of Rural School Management, Methods of Teaching Special Subjects, Hand and Basketry Work.

FOURTH YEAR

	No. of 60 min. periods	or No. of 45 min. periods.
Practice Teaching	120	160
History of Education	80	100
Agriculture and Nature Study	80	100
Arithmetic	40	50
Grammar	40	50
Methods in Arithmetic and English	80	100
Virgil, French, German or Spanish	120	160
Public Speaking	40	50
Physics	120	160
Drawing	40	50
Manual Training or Household Arts	40	50
Physical Training	60	80
		1110

In the fourth year Ethics, Rural School Problems and Sociology may be substituted for Virgil, French, German, or Spanish. Philosophy of Education, or Surveying may be substituted for Ethics. Rural School Problems or Sociology.



The School Parlor

CONDITIONS OF ADMISSION TO THE FOUR YEARS' COURSE

1. Properly certified graduates of approved Pennsylvania high schools of the **first grade** and city high schools as listed by the Department of Public Instruction, shall be admitted to the **third year** of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the **second grade** shall be admitted to the **second year** of the Four Years' Course of the Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the **third grade** shall be admitted to the **first year** of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. A person who desires to be admitted to the second or the third year without having previously attended an accredited high school, must have a certificate of a commissioned Superintendent of Schools, showing that he has pursued the branches of the first year or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the Faculty in said branches, or be conditioned in them. But the studies in which any one is conditioned under this rule or any one of the rules above, shall not foot up more than 320 weeks.

5. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examination at any other State Normal School during the same school year.

6. If a person who has completed the State Board examinations required for admission to the classes of any year at any State Normal School desires to enter another Normal

School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend.

7. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double entry book-keeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching, except the one regularly issued by the State Board of Examiners to regular graduates, shall be issued by any State Normal School, or any person connected with any such school.

8. A certificate setting forth the proficiency of all applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the Faculty and presented to the Board. Studies that have been completed at a high school shall be distinguished by the name of the high school from which credits were accepted. A separate list of each class shall be prepared for the use of each examiner, together with a separate list of students conditioned in any branch, with the branches in which they were conditioned, and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the State Board before the examination begins.

9. No State examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the State Board of Examiners in not more than two subjects, covering not more than one period of work for a year. Accurate records of these conditions shall be promptly sent to the Superintendent of Public Instruction, and the fact that the students thus conditioned have taken up such subjects and passed them by the Faculty shall be certified to in writing to the State Board of Examiners before such students are admitted to another State Examination.

10. Within fifteen days after the examination by the State Board at any Normal School, the Principal of the school shall send to the Department of Public Instruction a

complete list of all who have taken advanced branches, together with a list of these branches, also a list of those to whom displomas and certificates were granted, and a list of those who passed the State examination in any year, naming the year.

11. Residence for the last two years shall be required of all students, except in the case of graduates of Four Years' Courses in colleges approved by the College and University Council, who may be graduated after one year's residence.

Certificates and Diplomas

To each student on graduation is issued a Normal Teacher's Certificate entitling the holder to teach any two subsequent years in the public schools of the state. After teaching for two full annual terms in the common schools of the state he may receive the second or permanent State Normal School Diploma.

To secure this, a certificate of good moral character and skill in the art of teaching, signed by the board of directors by whom he was employed, and countersigned by the county superintendent of the county in which he taught, must be presented to the Faculty and State Board of Examiners by the applicant. Blanks for this certificate will be furnished on application. They must be executed and returned to the school before the time of the State Examinations.

A charge of fifty cents is made to cover cost of issuing diploma.

Suggestions

Avoid tardiness at the opening of the term.

Plan for continuous attendance to the end.

Be ready for work the hour it begins.

It is almost never the part of wisdom to plan to do the work of two years in one.

The four years' course gives full work for four years.

Oaks cannot be grown as fast as mushrooms.



May Day—"Midsummer Night's Dream"

DEPARTMENTS
AND
DESCRIPTION OF COURSES

PEDAGOGICAL

The aim of the school in this department is to make well-rounded men and women, such as are needed to guide the development of children. All the departments of the school co-operate to this end by insisting on thoro scholarship. Thruout, emphasis is placed on the development of power to do, and on ideals to be followed.

PROFESSIONAL SUBJECTS

School Management. The First Year Class makes a careful study of school sanitation, including plans of buildings, grounds, etc., and the general conditions for the successful organization and management of a school.

General and Special Methods. The Second Year Class takes an elementary survey of the principles of General Method, considering the aims of Education, the problems of Interest, Apperception, Correlation, etc., with special method work in Phonics, Reading, Penmanship and other elementary subjects not otherwise provided for in the regular schedule.

Psychology and Observation. The professional subject for the Junior Class is Psychology. The laws of mind, in their application to daily life and the problems of the school-room, are here carefully and practically considered. A brief course in genetic and educational psychology, acquaints the student with the more fundamental results of modern child study. These courses lead directly into and supplement the special method work, which, with observation in the school, prepares for the practical work of the Fourth Year.

History of Education and Practice Teaching. During the Senior Year the work of previous years is supplemented, broadened and applied in daily teaching under criticism. Reviews are given in different branches for deeper insight, and to furnish a better basis for method. The study of the History of Education also during this year broadens the

horizon and enlarges the experience of the prospective teacher.

PSYCHOLOGY, CHILD STUDY AND METHOD

All of these are connected as closely as possible with actual work. In psychology, emphasis is laid on its applications to questions of discipline and method. In addition to a general knowledge of the child study movement, and of the essential facts of physical and mental growth, the Seniors are taught to test children for defects of sight and hearing, and to make such observation as will enable them to come into more helpful relations with their pupils.

The general methods are shown to follow from the psychology and child-study. Sufficient emphasis is placed upon special devices to enable the teacher to be at home in her own school. Thruout, the students are led to see the principles on which the methods are based, that they may become more independent and self reliant, and hence more ready to adapt their work in an intelligent manner to the conditions they will meet.

PREPARATION FOR WORK IN UNGRADED SCHOOLS

Inasmuch as many teachers begin their work in country districts, especial attention is given to their needs. The arranging of programs and adapting of methods are considered, as also the making of simple but helpful pieces of apparatus, the making and care of aquaria, the study of nature, and in general the use of all the natural supplies for decoration and school work which location offers to the country school, but which the teacher usually overlooks.

TRAINING SCHOOL

Organization. The Training School, like the graded public schools, consists of nine grades. Four experienced critic teachers in separate rooms have charge of the work. Thus the children receive the close attention of skilled specialists, and the teaching by the Seniors is under constant and competent inspection. The children are also under the instruction of the regular teachers in Physical Training in the gymnasium.

Several periods each day for the entire year are given by members of the Senior class to teaching and observation. An entire year of actual teaching is required under careful

supervision. The aim is to develop teachers who can plan and carry out their own work. Every teacher is led to think over his work both before and after the practice teaching, He is given a class for a definite number of weeks, and prepares in advance a written plan of work for the entire period. This is examined and criticised, as are also the weekly and daily plans. At the close of the teaching period he makes a summary of the work, and indicates where it might have been improved. Each student has practice work in at least four different grades, from first to ninth, and often in high school work.

The opportunity is afforded for students to receive special training in music, drawing, manual training, physical education, and playground supervision, under the guidance of the heads of these departments. Students showing unusual ability in any particular branches are given opportunity to specialize to an extent sufficient to enable them to conduct departmental work.

LANGUAGES

ENGLISH

The study of the English branches extends thruout the four years of the course, and the work required is designed to meet fully the suggestions embodied in the outline given by the State Board of Education.

In addition to the training received thru meeting the requirements of the various courses, the two literary societies afford opportunity for valuable benefits in their weekly meetings.

A brief description of the courses will indicate the nature and the scope of the work required.

FIRST YEAR

I. Grammar and Composition.

(40 weeks, 4 or 5 periods per week)

The aim of this course is to make the student familiar with the essential grammatical facts and to provide such practical training as will enable him to use the language correctly. Much time is given to drill work. The course includes:

1. A study of the sentence, employing both the oral and diagram methods of analysis.
2. A study of the parts of speech.
3. Exercises to correct common grammatical mistakes.
4. Practical composition work, including some drill in letter writing.



A Training School Class

II. Orthography.

(13 weeks, 4 or 5 periods per week)

All words in common use and special terms found in the subjects of study are spelled and defined. The course also includes a study of the etymology of words, phonics, and the rules of spelling.

III. Reading and Public Speaking.

(13 weeks, 4 periods per week)

The purpose is to so train the pupil that he may interpret in the truest and highest sense his own thoughts and those of the masters of literature. In the work of the first year, the aim is to interest the student in the study of the various forms of literature, making him realize the value of the thoughts he is receiving. This will create in him a desire to express these thoughts to others.

SECOND YEAR

I. Rhetoric and Composition.

(40 weeks, 4 or 5 periods per week).

This course aims to give the student ease, force, and skill in the use of language. It includes the study of:

1. Words.
2. Sentences.
3. Paragraphs.
4. The Composition as a whole.
5. The four forms of discourse, narration, description, exposition, and argumentation; and
6. Letter writing.

II. Classics.

The classics which are read during this year of the course are for the most part selected from the College Entrance Requirements, and are correlated with the composition requirements, especially as illustrations of the forms of discourse.

THIRD YEAR

I. Literature, English and American.

(27 weeks, 5 periods per week)

1. History.

A text is used for the purpose of outlining the great literary movements, the great periods, and the eminent writers of each period. Mere biographical facts are not unduly emphasized.

2. Classics.

A large proportion of the members of the Junior class are graduates of high schools that partially or fully cover the College Entrance Requirements in their courses. The classics selected by us for study and reading are usually from the College Entrance lists, though others are chosen whenever they seem to meet the special needs of our classes. We are able to say that many of our graduates have more than fulfilled the College Entrance Requirements. Occasional compositions are required in connection with this course. Emphasis is

placed upon practical and pedagogical facts, as well as upon the literary facts and ideals usually considered. One period per week is usually given over to required reading in the school library.

FOURTH YEAR

I. Grammar, Review.

(13 weeks, 4 periods per week)

In this course emphasis is placed upon the sentence as the unit of grammatical study. Groups of selected sentences are studied analytically, tho the value of constructive work is not minimized. In connection with this term's review, frequent opportunities are afforded for the consideration of methods. Attention is also given to the historical phases of English Grammar.

II. Methods in English.

(13 weeks, 4 periods per week)

Methods in Grammar are most effectively considered in connection with the review course. This term's work, however, includes the study of methods from the broader standpoint of the English subjects, and the aim is to give practical help to young teachers.

III. Public Speaking.

(40 weeks, 1 period per week)

Emphasis is placed upon the rules of effective public speaking. That the course may be of especial value to teachers, the various forms of public speaking are taken into consideration, such as recitals, debates, and extemporaneous speaking. As often as possible, opportunities are given for appearance before an audience.

FRENCH

FIRST YEAR

1. Pronunciation.
2. Elements of Grammar.
 Translation of English into idiomatic French.
 Particular attention paid to the irregular verb.
3. Reading of about 200 pages of simple French.
 Fraser & Squair's Shorter Course; La Belle France, A. de Mouvert.

SECOND YEAR

1. Review of pronunciation and grammar.
2. Translation—selected.

THIRD YEAR

1. Reading, selected.
2. Advanced grammar.
3. Conversation.

GERMAN

FIRST YEAR

1. Elements of Grammar.
2. Reading and composition based on the translation.
3. Conversation.
4. Memorizing of choice, simple poems.

SECOND YEAR

1. Grammar.
2. Composition.
3. Reading—selected to meet the needs of the class.
4. Conversation.

THIRD YEAR

1. Reading—selected, including one classical drama.
2. Conversation.
3. Advanced Composition.

FOURTH YEAR

1. Reading—selected from the works of the best German authors.
 In connection with the reading a brief study will be made of the lives and literary activities of the men whose works are studied.
2. Conversation.
3. Prose composition, writing of connected narrative.

SPANISH

FIRST YEAR

1. Pronunciation.
2. Easy Translation.
3. Conversation.
4. Elements of Grammar.

 The work is based on Fuentes and Francois' **Practical Spanish Grammar.**

SECOND YEAR

1. Conversation, leading to practical use of the language.
2. Grammar.
3. Selected Readings.

THIRD YEAR

1. Training in Spanish Correspondence.
2. Advanced Grammar.
3. Reading, selected to meet the needs of the class.
4. Practical Conversation.

LATIN

FIRST YEAR

Elementary Latin.

1. Elements of grammar.
2. Prose composition.
3. A basic vocabulary.
4. Short selections from Caesar and other writers.

SECOND YEAR

Caesar.

1. Thorough review of declensions and conjugations leading to a more intensive study of grammatical forms.
2. Drill in construction work.
3. Translation—three books of Caesar and an equivalent of the fourth. Special emphasis is placed upon the clarity of thought produced in the student's mind when translating —attention to historical details—sight translation.

THIRD YEAR

Cicero.

1. Translation—(a) Prescribed—six orations, including the Manilian Law.
 (b) Sight translation—selected.
2. Prose composition.
3. Emphasis on Syntax.

FOURTH YEAR

Virgil.

1. Translation—(a) Prescribed—six books of the Aeneid.
 (b) Sight translation—selected.
2. Mythology, history and forms of ancient philosophy.
3. Poetical construction.
4. Scansion.

FIFTH YEAR

1. Translation—selected from Livy, Horace, Tacitus, etc. Correlation of translation with existent historical, social and economic factors.
2. Advanced prose composition and grammar.

Thruout the entire course emphasis is placed upon English derivatives. In the Senior year one hour per week is devoted to advanced prose composition. This is required of college preparatory students studying Latin, but optional for other students.

GREEK

FIRST YEAR

Elementary Greek.

1. Acquisition of vocabulary.
2. Translation—easier portions of the Anabasis are included in the selections.
3. Prose composition and grammar.

SECOND YEAR

Anabasis.

1. Translation—four books of the Anabasis, sight translation from the other books.
2. Prose composition and grammar.
3. Correlation of historical and mythological studies with translation.

THIRD YEAR

1. Translation—Iliad—selected parts.
2. A further study of mythological and historical data, including social and political conditions.
3. Translation of narrative prose into Greek.

HISTORY AND CIVICS

In order to enter upon and successfully complete the work in the department of History and Civics, the student must have done preliminary work in United States History, including the geography of the countries studied.

First Year. The course in "General History" during two terms of the First Year comprises the study of the Eastern Nations, Greece, Rome, and medieval history until the discovery of America.

Second Year. During two terms of the Second Year it comprises the study of Modern History and English History.

Third Year. During half of the Third Year the course in United States History comprises a thoro study of the aboriginal period, the period of discovery and exploration, the colonial period, and the national period, together with the course in Civil Government which comprises the

study of a text book by a recognized authority, embracing a treatment of local, state, and national government. The origin, development, and practical application of the constitution of the United States receive emphasis thruout the course.

College Preparatory. In the College Preparatory Course, the courses in Medieval and Modern English, Grecian and Roman histories comprise a more thorough and extensive study of these people.

Note: The students have access to a well selected library where they may do their research work.

Numerous maps and illustrations have been collected with care. The maps are in colors and are closely correlated with the texts. These are intended to show actual conditions and to make the text clearer and more easily understood.

Thruout these courses, reviews are given at regular intervals.

MATHEMATICS

If there is one subject rather than another in the curriculum which should be characterized by a high degree of accuracy, that subject is mathematics.

Inaccuracy in elementary mathematics, easily detected by any employer, at once stamps the boy or girl as a poorly trained, undesirable employee. The average pupil engrossed with the study of many things can write essays upon a great variety of topics, expressing vague ideas in any designated field, yet fails when clear cut notions of definite things are required.

The aim of this department is to shoulder cheerfully its share of the burden and impress the embryo teacher with the necessity for logical thinking and accurate statement of thought.

ALGEBRA

Algebra is taught in the first year of the course. The work, as planned, presupposes a year of elementary preparation.

Algebra is eminently suited to provide training in clear thinking by the practice it affords in arrangement of ideas, especially in connection with the solution of problems by equations. The aim is to make Algebra an effective instru-

ment in the investigation and interpretation of realities as well as to possess that skill of manipulation which is demanded of every pupil.

The usual field of elementary work is covered, including a study of graphs, with application, radicals, quadratics, proportion, series, and the binomial theorems.

Two terms of Advanced Algebra are provided for those preparing to enter college.

ARITHMETIC

Arithmetic is taught in both the first and fourth years of the Teachers' Course.

First Year. Drill in the fundamentals, and their application to the usual topics of a complete course in Arithmetic marks the effort of the first year's course. Practical measurements, with drawing, business application of percentage, the metric system and practical problems of all kinds suitable to modern life, are treated in a way to make as real as possible the pupil's knowledge of numbers and its connection with the world about him.

Fourth Year. In the senior year a general review of the subject of Arithmetic is given, with especial emphasis upon methods of presentation in various grades. The view point of the mechanic, the tradesman, the banker or the stock broker, is sought as the subject is applied to the various phases of business life.

Each student is required to keep a note book in which is recorded the summary of class discussions, with especial reference to methods and devices used in the lower grades. A series of problems compiled with especial reference to correlating Arithmetic with the work of other departments is included.

The study of such great topics as the Panama Canal, Irrigation, Railroads, War Activities, etc., to show the interpretative value of Arithmetic, forms an interesting part of the work.

Methods of Teaching Arithmetic are taught and applied thruout the course. While a text book is used and carefully studied, each lesson in Arithmetic is made to carry with it the methods of presentation.

The student's mind is constantly held to the fact that he is preparing to present these same topics to his own classes in the immediate future.

GEOMETRY

Plane Geometry is taken up in the second year, and continues thruout the year the study of the five books with many practical problems. The Fall Term of the Junior year is devoted to Solid Geometry.

TRIGONOMETRY

The Winter and Spring Terms are devoted to Plane Trigonometry, in which are treated Trigonometric functions, the right triangle, goniometry, logarithms, the oblique triangle, and practical problems with field work. Those who so elect, take Surveying in the Senior year, devoting one term to the subject, study instruments for office and field work, land surveying, triangulation, leveling, railroad work, and plotting.

SCIENCES

The growth of the school and the increased demand for instruction in science which came with the adoption of the advanced courses of study, made it necessary to provide larger laboratories, and to furnish them with the best apparatus. This finally culminated in the erection of Science Hall, described elsewhere, in which excellent chemical, physical and biological laboratories have been fitted up. They are presided over by able scientists, who are also skilled teachers of these subjects.

The courses are conducted by providing laboratory and field studies, supplemented by consultation of up-to-date reference books, and illustrated, amplified, and enforced by Lecture, Quiz, and Text.

PHYSICS

This course covers the subject as treated in the ordinary college preparatory text books, and is fully illustrated and supplemented by experimental and explanatory work by the teacher in charge. The laboratory is equipped with a full line of apparatus both for lecture table instruction and individual work, affording exceptional advantages for preparation for college as well as meeting the requirements of the Normal School course.

The present program is as follows:

1. Normal School Course.

Fall and Winter Terms:

One 45 minute period daily for text work.

Spring Term:

Two 90 minute periods per week devoted to laboratory work and general review.

2. College Preparatory Course.

Fall and Winter Terms:

One 90 minute period daily.

Spring Term:

One 90 minute period four days per week, laboratory work alternating with text work thruout the entire course.

CHEMISTRY

1. Normal School Course.

In the Normal School course the aim of the department is to give the student a general knowledge of elementary chemistry and to train him in scientific thinking. A due share of time is given to actual laboratory work and a constant effort is made to dovetail the facts of the science with the facts of every-day life and industries.

Time devoted to this course, 80 periods, 90 minutes each, with about one-fourth of this time given to laboratory work.

2. College Preparatory Course.

In the College Preparatory course a special effort is made to emphasize the laws, theories, and mathematics of the science together with the applications, thus covering the requirements and syllabi which students preparing for college have to consider. Time devoted to this course, 160 periods, 90 minutes each, about one-fourth of which is laboratory work.



A Portion of the Household Arts Department

GEOGRAPHY

The work in Geography presupposes that the students have had considerable training. When such is not the case the preliminary work must be done.

The work as outlined covers at least 2½ terms.

The Work Includes:

1. A careful study of the Primary Axis of each Continent, or, as some term it—"The World Ridge". Following this is a detailed study of the physiography of each continent. This includes primary and secondary mountain ranges and peaks, river systems, and lakes.
2. A detailed study of "geographic forces" including their effect on surface and climate, and their action rendering the earth habitable for man.
3. The introduction and application of elementary Biology and History, in their relation to Geography, and from this, and the relation of the mineral, vegetable, and animal worlds to the economic life of man.

 Note: In all of the foregoing, careful outline and relief maps are drawn of the sections studied. It is expected that students will thus come to have in their minds a "living picture" or map of any portion of the world of which they may subsequently read or hear.
4. A careful study of the commercial relations of the world, interchange of commodities, divisions of labor, money standards, purpose and duties of consuls, great highways, etc.

With the aid of photographs and cabinet specimens, a study of raw products, exports and imports, manufactured articles, world centers of manufacture, historic outline of the growth of commerce and the like, are carefully introduced.

Note. A carefully selected cabinet forms a prominent part of the apparatus in all the foregoing work. It includes samples of leading exports, and also those of hundreds of imports from nearly every foreign country of the world.

Constant use is also made of geographic pictures, maps, globes, and other teaching aids.

ASTRONOMY AND GEOLOGY

For some time these have been taught in the Biological Department. The Biological aspects have therefore been clearly set forth. The great conceptions of Evolutionary processes have been carefully developed.

We study:

1. Ideas of Space, Matter, Motion, Time.
2. Ideas of the Heavens, Sky, The Universe.
3. Nebulae—Histories of their origin, development, and fate.
4. The Stars, Constellations.
5. Systems of Heavenly Bodies.
6. Birth of Planets and Satellites.
7. Earth Development.
8. Life Conditions, Origin, Development.
9. Local Geological Structures, Force, History.

By:

1. Sky Studies—Naked Eye, Telescopic.
 Three out-door meetings. Many individual studies.
2. Field Studies—At least three trips—Stream and Ravine, Quarry and Mine, Mountain.
3. Collections of Minerals, type rock specimens, Fossils of (1) Life forms and of (2) Results of actions of forces.
4. Laboratory Studies.
5. Lectures, illustrated.
6. Text and Reference Studies.

The courses occupy 26 weeks of 5 meetings each, 45 minute periods. In Geology a 90 minute period once a week. Lectures and text studies are given three-fifths of the time.

Texts that have been used are McKready's **Beginner's Star Book,** Todd's **New Astronomy,** Blackwelder and Barrow's **Elements of Geology.** These are changed yearly.

Note books, (1) Field and (2) Laboratory and Lecture, are made by the student.

BIOLOGY

Inasmuch as most of the schools from which our students come give courses in Nature Study and General Science, we assume that they are ready for induction into the more formal Scientific Study of the various bodies of knowledge comprised under this heading. And this is done by the severer, more carefully systematized methods pursued in Laboratory Study. It is at once made plain to the student that he must study not the matter only, but get his knowledge by a method new to him. He must learn a truth out of a body, a structure, an act, a movement, or a process, a behavior, a condition, a relation; a fact out of an act; a truth out of a structure; a story out of a body; a history out of a movement, a process, a behavior, an attitude, a condition, a relation.

This is different from reading words designed to give the student the same knowledge second hand, thru some author's telling of his own learning, his own reading. Of course, the loose, hodge-podge method suited to the child's needs, and followed in Nature Study and General Science, must still guide so that the transition to the severer, more exact method of Science will be made by as easy gradation as possible and without the loss of the attractiveness, the interest in the rather more pyrotechnical aspect of the matter as presented in Nature Study and General Science. Nor must the value of the matter as Nature Study material be lost sight of thruout, inasmuch as we are preparing teachers.

1. **Botany.** The study of plants—not books about plants—lends itself very nicely to this transitional period in the student's onward march. Plants, with their infinite variety of body-form, their wonderful adaptations, their exquisite shapes, their gorgeous colors, make their own and very direct and very strong appeal, that finds a ready response in the student's developing mind. And they are alive, but not so alive, that like the animals, they invite and develop in the student's mind, prejudices, fears, disgusts. They do not bite, nor pinch, nor sting; they do not crawl, hop, walk, run, jump, fly, swim away; and they are so much more easily handled and so much less complex in structure. Altogether they furnish ideal conditions and material for the transition period. So it is our beginning subject. And we like to begin its study in the spring of the year and lay heavy stress on Field Studies of the living plant in life, at home, and at work; from this we go to the plant growing for use in the laboratory; its body and activities are more minutely studied here; thence to the plant's body prepared so that the plan of structure can be clearly observed passing from gross, naked-eye features to the features that can be seen only by use of microscope on body parts properly prepared by the student now learning to do so, and with the eye now properly trained for such seeing.

In laboratory talks, explanations, demonstrations, as the students come upon the great truths, and in specially directed lectures illustrated by projecting lantern, the bearings of these ideas upon what he shall see in higher forms in the animal world, and finally in his own body structure, functions, relations, are presented so as to bring him face to face with the idea that the laws of life are the same as there, only seen working in greater simplicity. The cor-

relation of this with Zoology and Human Physiology, then, is clear enough.

But the plant's use of the soil, the present plant's ancestry, the plant's distribution over the earth, makes the student take many a longing look towards physical geography and geology. And as he lingers over it he wants to know how conditions came to be so that these of Earth's children could so live; and he will want to know the story of the stars and the evolution of this particular one—i. e. he wants to study Astronomy.

And the look forward into School Agriculture is taken many times when the promise of inviting activities must be passed by so that the general outlook over the plant world, that this course aims to give, shall not be obscured by such special studies.

Records of his work are kept by the student in a form of (a) Field Note Book; (b) A Laboratory and Lecture Note Book; (c) A collection of Specimens variously prepared according to the nature of the plant and the purpose of its preservation. (The usual Herbarium rarely meets the need. It is hardly worth-while Botany, often no Botany at all; it is usually wholly inartistic and unattractive, therefore not good Manual Training, and it rarely serves the purpose of good Nature Study).

With these aims and guided by these principles, applied in these methods,

We study:

1. Habitat.
2. Body Parts.
3. Activities, Relations, Adaptations, Economic Aspects.
4. Life History—Ontogeny.
5. Race History—Phylogeny.
6. Classification—Taxonomy.
7. Agricultural Possibilities.

Of types of:

1. Algae.
2. Molds, Mushrooms, Toad Stools, Yeasts and Bacteria, Lichens.
3. Moss-Plants.
4. Fern-Plants.
5. Seed-Plants including grains, nuts, fruits.

By:

1. Field Studies.
2. Laboratory Studies.

3. Text and Library References.
4. Illustrated Lectures.
5. Collections for Nature Study.
6. Collections of weeds for Agriculture Study.
7. Collections of Stages, illustrating Metamorphosis in Life History Series.

We meet five times a week; four of the meetings are 90 minutes in length, and one is 45.

Illustrated lectures are one hour in length and use up about half the time. The other half is devoted to Laboratory Study, and the single period to discussions or quizzes.

Field trips are taken in extra time, after school, and on Mondays; except Campus trips for study of trees, bushes, and ferns. Our provisions for study on Campus are steadily being improved. The time for these varies from ½-hour to 5 hours. About 6 trips are made. It is fair to count 20 hours for this work.

The students are asked to get a text book for this course which they are directed to deal with as an assistant-student, as an assistant-teacher to us.

The texts are changed each year. Books recently used have been Coulter's **Plants,** Sargent's **Plants and Their Uses,** Gager's **Fundamentals of Botany.**

These are mentioned to indicate the scope of this course as far as a text book can do so.

2. **Zoology.** We cannot study Plants in this way without running across Animals that arrest attention and demand study. The bird sings; the insect has eaten part of the plant; the worm is at its roots; the snake glides rapidly, gracefully away, defiantly darting its tongue at us. This is the normal psychologic moment for the study of these animals. So our Plant Study—Botany—has much Animal Study—Zoology—mixed with it, and vice-versa.

But the formal study of Zoology begins with the fall term. The procedure is similar to that in Botany.

The course is planned to come to a climax in the study of the Human Body—the next course—called in the curriculum, Physiology, Hygiene and Sanitation.

We study (selected according to time and opportunity):

1. Habitat.
2. Body Parts.
3. Activities, Relations, Adaptations, Economic Aspects.

4. Life History—Ontogeny.
5. Race History—Phylogeny.
6. Classification—Taxonomy.
7. Agricultural Possibilities.

(a.) Of types of:

1. Protozoa.
2. Porifera,
3. Coelentera,
4. Platyhelminthes.
5. Nemathelminthes.
6. Trochelminthes.
7. Molluscoidea.
8. Echinoderma.
9. Annulata.
10. Arthropoda.
11. Mollusca.
12. Vertebrata.

(b.) By:

1. Field Study.
2. Laboratory Studies.
3. Text and Library References.
4. Illustrated Lectures.
5. Collections for Nature Study.
6. Collections of Insects for Agriculture and Nature Study.
7. Collection of Animals illustrating stages of Metamorphosis in Life History Series.

3. Physiology. A state law requires the study of "physiology and hygiene with special reference to the effect of alcoholic drinks, stimulants and narcotics on the human system" in all schools supported by state appropriation of money. We therefore assume that the more elementary phases of the work have been sufficiently well learned in the public schools to warrant our going on with the work adapted to Juniors in a State Normal School, and as the time allotted to the subject is only twelve weeks, no effort is made to cover the subject as ordinarily provided in the text-books of this grade. Instead, such subjects (1) as cannot well be handled in the public schools of lower grade, (both for lack of facilities and time and because of the immaturity of the pupils); and (2) as have also an important bearing on the subjects that lie ahead of our student-teachers in the Regular Normal Course, are more thoroly studied. The objects especially held in view are: (1) the knowledge of the matter, (2) training in laboratory, lecture, and text-book methods of getting the matter.

On this basis the material selected for work in our Junior course consists of the following:

A. **Preliminary Survey** of (1) The plan of the Vertebrate body; (2) Its origin and development; (3) Its specialization in the four great groups; and (4) the development of the characteristics of the Mammalian Body.

B. The Body of the Course, consisting of the study of:

1. The cell and the development of the many-celled body from the cell, explaining the organization of the tissues, organs, and systems, and their relations. Study of microscopic mounts, and lectures illustrated by lantern slides.
2. Study of gross structure of Central Nervous System by dissection of calf's brain, cat's brain and spinal cord, and comparison of both with models of human.
3. Cranial and Spinal Nerves.
4. Ganglia.
5. End organs of sight, hearing, smell, taste and touch. Dissections by students; demonstrations from dissections by instructors, and from models; study and drawings of microscopic slides and lectures illustrated by lantern slides; study of text-books; quizzes; examinations.
6. The Lymphatic system.
7. Excretory system.
8. The Reproductive Apparatus and Reproduction.
9. Foods, stimulants, narcotics.
10. Emergencies.

Illustrated lectures; experiments; text-book; quizzes and examinations.

All the Biological teaching thruout this sub-division into separate courses, aims to develop right notions of, and reverent regard for, the glory of the human body. All these courses come to their climax in this course. It is planned as one course to culminate in noble conceptions of the human body and its right use and proper care.

The meaning of sex, the history of its development in plant and animal forms, the philosophy of conduct springing from it, are taught thruout the courses.

The sexes are taught together thruout, except for three special lectures on sex hygiene given to the girls by Miss Hinckley, and three to the boys by Mr. Hartline.

The students are given to understand that each sex group is taught precisely the same matter; that separation is made only because there is thinking that they ought not to be obliged to go thru when together in the same class.

This has been the mode of treatment of this matter since the organization of the department in 1897.

The course occupies 80 *forty-five minute periods, but double periods are provided for Laboratory work. About one-half the time is given to laboratory studies and the other half is given to illustrated lectures, supplemented by text and reference study.*

Text used for past several years is Hough and Sedgwick's **The Human Mechanism.**

SCHOOL AGRICULTURE AND NATURE STUDY

All the Biological courses contribute material for these courses. The students are therefore well equipped with Nature Study materials.

This **Farm Study Course** is unfolded from the point of view that the subject matter consists of the study of:

1. **Applied Geology,** showing itself mainly in the study of soil, its origin and management, to serve as available plant food.

2. **Applied Botany.**
 The plant's body and its organs and physiological processes for making living matter out of non-living matter, and so serving as food material for the animal world.

3. **Applied Zoology.**
 (a) Man's selection and management of animals to help him in his work of winning a happy life from his environment; (b) the animals that combat his efforts—insects and other pests.

4. **Community Relations.**
 Ultimately grouping the subjects under these heads, without losing sight of the unity of it all,

We study:

1. Origin of Soil.
2. Contact-points betwen Soil and Plant.
3. Contact-points between Plants and Animals.
4. Man's Supervision and Modification of these and the effects upon them and him.
5. Crops and Crop-production.
6. Animal stock and its products.
7. Plant and Animal Pests.
8. Farm Management and Farm Economics.
9. Rural Life and Uplift Movements.

By:

1. Fairs.
2. Field Studies—Rock Masses, Cinder Tip, The Bog.
3. Farm Visits.
4. Lectures, Experiments—Studies and Reports, Demonstrations.
5. Weed Collection.
6. Good Roads Movement.
7. Movements to foster Outdoor Life—Boy Scout, Camp Fire Girls, Y. W. C. A. Eight Weeks' Clubs.
8. Social Service—Bird Studies in Field.
9. Government Publications for Promotion of Sanitary Living—Individual and Public.

The course occupies 100 forty-five minute periods, but the program is so managed that when Laboratory work is done there are double periods. The field work is done in extra time. There are never less than three trips and the minimum time is twelve hours. The time is managed so that the work extends thru the year. Plantings, Cultivations, Reapings, Studies of Animal Stocks are managed by individual work for which time provision is made.

Texts that have been used are: Halligan's **Fundamentals,** Water's **Essentials,** and Cromwell's **Agriculture and Life.**

ARTS

MUSIC

To those seeking a general education in Music and to those preparing to teach, this school offers superior advantages. Instruction is given by capable teachers of broad and successful experience. Special attention is given to beginners and those not far advanced, as much depends upon the early training.

The result of the establishing of correct fundamental principles is a steady, satisfactory growth and development. there is a tendency on the part of many students of music to neglect the essential elements of a general education. This school furnishes ample opportunity to music students to pursue literary and pedagogical studies in connection with their regular work.

Practice rooms are well ventilated, lighted and heated. The school endeavors to keep the pianos in as good condition as possible by frequent tuning.

I. Courses for Special Students.

1. **Piano, Voice, Violin.**

The Course of Study in Piano, Voice, Violin, is divided into four grades—Elementary, Preparatory, Intermediate and Advanced. No definite period is stated for the completion of a grade; this depends upon the individual ability of the pupil. Those desiring certificates for the completion of any one of these courses must have a thoro and comprehensive knowledge of Harmony, History of Music, Solfeggio, and Harmonic Analysis. A study of these subjects is recommended to all students of music for general musical development.

The lectures in History of Music are made helpful and interesting by judicious use of the Victrola.

2. **Musical Appreciation.**

A course in Musical Appreciation is offered to students of all departments, free of charge. This course extends throughout the year and is planned to give the untutored in music a general knowledge of the art, to teach them what constitutes good music and how to appreciate, understand and enjoy it.

3. **Ensemble and Sight-Reading.**

Courses in Ensemble and Sight-reading are offered during the year, free of cost, to those prepared for the work.

Note: Certificates are granted only to students who evince natural musical ability. All pupils are entitled to certificates upon satisfactory completion of the Four Years' Course.

Graduates in any of the courses in music are required to have a good education in English branches. Proficiency in all the subjects mentioned in the English branches of the College Preparatory Course will be the minimum requirement.

II. Courses for Normal School Students.

1. **First Year.**

Theory and practice work in pitch, rhythm, scales, ear training, transposition, notation, original melody writing, and sight singing.

The material is presented to the students in such a way as to be helpful to them in teaching music in the public schools.

2. **Course for Supervisor of Music in Public Schools.**

This course has been carefully planned to meet the growing demand for trained supervisors. Every phase of school music work, from the Primary Grades thru the High School, is treated in detail. This course requires two years for completion. A detailed course of study will be sent upon application to the **Supervisor of the Department of Music.**

Candidates earnestly pursuing this course are entitled to State aid.

III. Music in the Training School.

Realizing the growing interest in the subject of music, the Normal School is laying special stress upon the training of the children of the Training School in vocal music. The children are taught the fundamental principles of rhythm, pitch, sight-singing, ear training, original melody writing. One lesson a week is devoted to teaching the pupils how to listen to music—by means of illustrations on the Victrola. The various stages of mental development are considered and the work is presented in accordance with the conclusion of the leading authorities on "Child Study".



A Portion of the Drawing Department

DRAWING

This course in all educational institutions occupies a very important place. No other subject is better calculated to develop the powers to observe. Besides, Drawing, like Music, adds to the enjoyment of life and brings most pleasure to those who are skilled in this method of expression. The demand for specialists constantly increases in all professions and lines of business. Inquiries come to us every year for Supervisors of Drawing. This fact indicates plainly that our Supervisors already in the field are successful. The department aims to give the students a background of knowledge of the Principles of drawing through practice, and to prepare them for courses in teaching.

The Course of Study in drawing is divided into three terms. Pupils who enter First or Second Year of the regular Normal Course are required to take two terms of drawing. The work of **the first term** includes Freehand Drawing from objects, Sketching, Theory of Color and Composition. **The second term** includes Mechanical Drawing, Perspective and some Charcoal Drawing.

Altho Drawing does not appear in the course of study for the Junior year, provision is made for it when it is a high school condition.

The third term of Drawing is a Senior subject. The work includes History of Art, Design, Color, Application of Design, Composition and Methods of Teaching. Drawing is thoroly taught in the training school and preparatory grades by Seniors, under the personal supervision of the Art Critic, the head of the department. Many who have studied art before entering the school are able to do advanced work in drawing, crayoning, painting, water color, and designing.

HOUSEHOLD ARTS

1. **Purpose.** The course in household arts is not for the preparation of special teachers of the subject, but it is adapted to the needs of every teacher. It has as its central idea the **home.** Its aim is the development of skill and efficiency thru application of the knowledge of principles.

2. **Nature of the Work and Time Given.** A general survey course limited to twenty-seven 90 minute periods in cookery, and fifty 45 minute periods in sewing. The time given to cookery covers, as far as time and conditions

permit, elementary cookery, experimental, Demonstration, invalid, economic, lunch-room, menu-making, table service, canning, the study of food materials and conditions and some household chemistry.

3. **Method.** The method followed is a combination of observation, demonstration, lecture, reading, discussion, experiment, and practice work. Note books are required.

The sewing is made as practical as the time permits, covering the fundamental stitches and their application to undergarments and to a dress; the care and use of machines; the use and alteration of the commercial patterns; some work with textiles; the care and cost of clothing; simple mending, patching, darning, and renovation. Note books are required.

4. **Equipment.** There are two large sewing labortories, equipped with tables, chairs, and machines; a well equipped cooking laboratory and a fully equipped practice dining-room.

MANUAL TRAINING

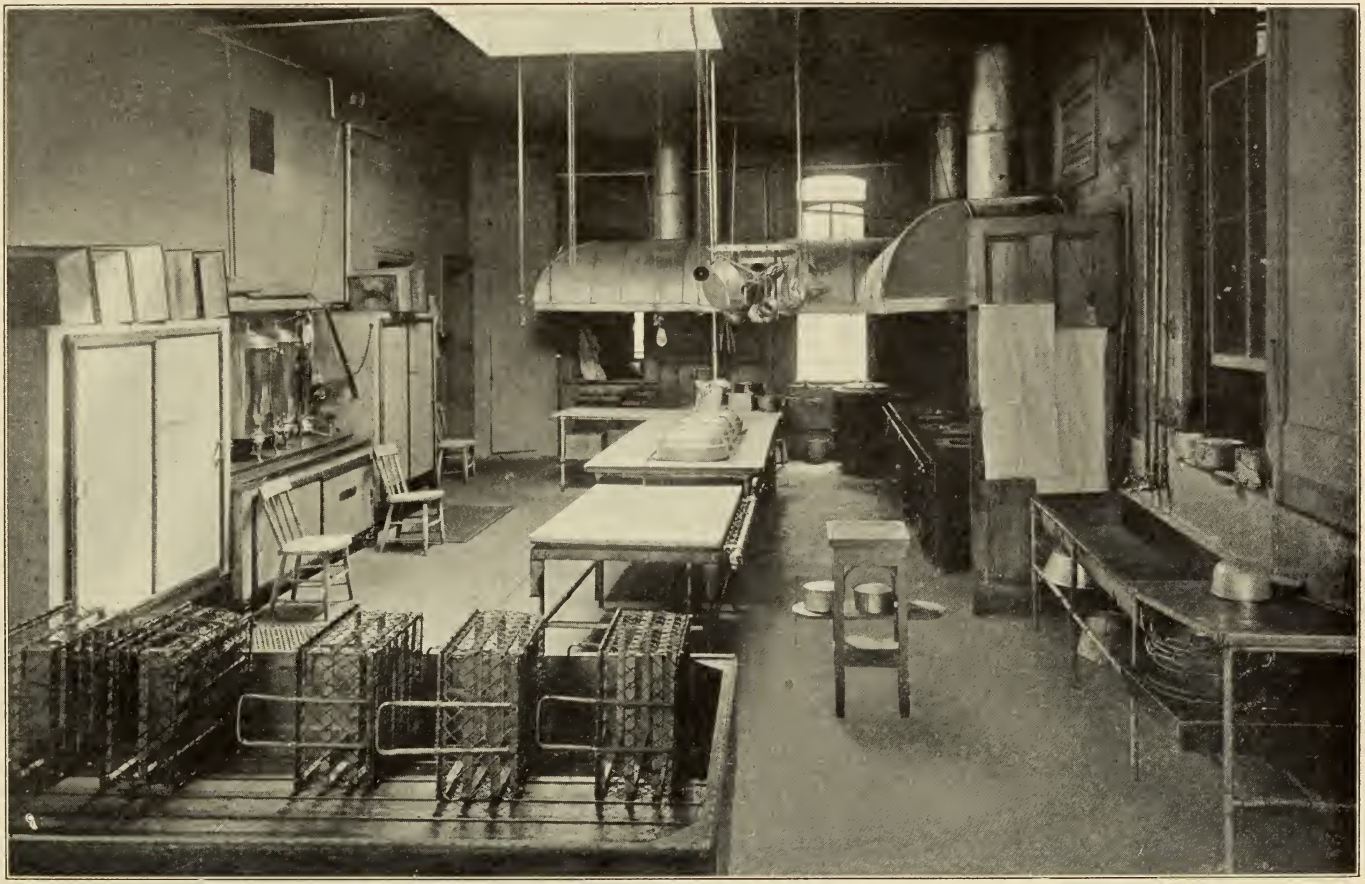
The instruction in this subject is given for the purpose of a general education, the all-round training of the individual, and not for the specific purpose of preparing for a profitable employment in the various activities of life to which this subject relates.

The work in this department is correlated with other departments, such as drawing, mathematics, and science; and as far as possible, shop conditions and shop processes are followed in the construction of useful projects, chiefly wood.

The woodwork includes the use, care, and sharpening of tools; measuring, laying out, sawing, processes of planing, boring, mortising, shaping, simple construction, and joinery; and then, as far as possible, the work is grouped according to structural principles embodying the more difficult joints in typical problems of woodwork, such as stands, chairs, tables, and cabinets.

In all the work, the individual needs of the student is considered in the selection of the shop problems. Provision is made for problems in electrical construction, concrete, upholstery, caning, woodturnery, and woodwork for the rural school.

In the Senior year a brief study is made of theory, methods, organization, and equipment.



One of the Kitchens

PENMANSHIP

This school offers exceptional opportunities for acquiring skill in penmanship under an instructor who is himself an expert penman.

In order to give the students as many opportunities as possible to come in for training when they are not in other classes, twelve 45 minute periods for instruction are offered in Palmer Method Penmanship daily. When the work of students is up to requirements, it is sent to the A. N. Palmer Company, of New York City, for a Palmer Method Teacher's Certificate. Nearly three hundred of these certificates have been awarded to our students in one year.

PHYSICAL EDUCATION

1. Description of Courses. It is a recognized fact that the body needs education as well as the mind. In fact, the body needs to be educated in order to properly educate the mind.

This department is in charge of special instructors who have for their aim the full and harmonious development of all parts of the physical organism.

Health, grace, beauty, and ease of movement are secured by systematic training in a large and well equipped gymnasium.

Measurements are taken and exercises prescribed for developing the parts of the body that need especial care. The results of the training in the gymnasium alone are worth, to many students, more than they pay for their entire expenses in the school. The measurements often reveal physical defects which before were unknown to exist. Many of these are promptly corrected by prescribed exercises. Known physical defects which have failed to yield to persistent medical treatment often quickly disappear under this system of physical education.

Special training in this department is sometimes given to enable men and women who desire to direct gymnasia or department of Physical Training, according to the most approved methods, to do so. To this end thoro instruction is provided, not only in gymnastics, games and esthetic movements, but also in those principles of Physiology, Psychology and Hygiene of the human body, upon which sound physical training must always depend.



Penmanship Department

In the Senior Year the student is taught to plan and conduct gymnastic lessons suitable for the schoolroom, and to be able to recognize and correct physical defects and faulty postures among children.

Games and folk-dancing, suitable for all grades, are taught. Special emphasis is laid upon the folk-dancing with the Victrola, so that our students may do intelligent work at Field Days or May Festivals.

The department recognizes the fact that the teacher who is promoted is not the one who does well the precise things she was hired to do; it is the surplus activity, the something over and above the required, that often brings advancement and distinction. In the spring term, a course in playground organization and activities is given, if there are a reasonable number who wish to take it.

Fire drills are held every week for the first four weeks of school, and once a month thereafter. The buildings are cleared, on the average, in two minutes.

2. **Athletics.** American athletics are a democratic institution for the benefit of all, providing not only recreation, but also valuable training that helps to meet a national necessity.

Under this head have been grouped such games as football, baseball, basketball, tennis, indoor base-ball, hockey, track and field athletics, and many gymnastic games which are too well known to require description. These games are very profitable, even if those who participate never expect to become coaches; and it is planned to give young men and women such preliminary knowledge of athletic events as will enable them to do well in some form of athletic sport, should they go to college.

No one can question the value of these games, when properly conducted. They are important, not only for those who are to be teachers, but also for those entering business life; for such exercise is disciplinary as well as hygienic.

An inclosed **athletic field**, situated to the north and east of the grove, contains a one-fifth mile cinder track, a baseball diamond, and a football field. There are bleachers and grandstand accommodations.

Well kept **tennis courts** are provided for those who engage in this ideal form of exercise for students.

The gymnasium is ninety-five feet long, and forty-five feet wide. It is fitted up with the best apparatus made, is



The Gymnasium

complete in its equipment, well lighted, and from the first took its place as a standard gymnasium. It has a running track, baths, lockers in the basement for boys and for girls, and a parcel checkroom.

3. **Control of Athletics.** An **Advisory Board**, appointed by the Principal, consisting of four members of the Faculty, for a general supervision of school athletics for each of the three ball seasons, constitutes a committee to legislate all matters concerning inter-school contests.

THE COLLEGE PREPARATORY DEPARTMENT

The College Preparatory Department of the Bloomsburg State Normal School is by no means a new departure. It dates from the original establishment of the school in 1866.

It has always been the policy of this school to urge upon its students and graduates the importance and advantage of a higher education than a Normal School is fitted to provide, and it is a source of pride and gratification to those in charge of the various departments that the school is constantly represented among the students of the colleges and universities of the country by large numbers of its former students and graduates.

The preparatory work done at Bloomsburg differs materially from that of the majority of preparatory schools. All the strictly College Preparatory branches, as well as those of the teachers' courses, are presented with reference to their pedagogic as well as academic value. This necessarily results in giving students a broader conception of these subjects than is otherwise possible, and renders graduates betted able to think for themselves. That these methods are practical is shown by the work done in college by those who have made their preparation here.

A number of Pennsylvania colleges offer scholarships to graduates of this department, thereby testifying to the quality of its work.

Diplomas are granted to all those who complete the courses satisfactorily, and are accepted in lieu of entrance examinations at many colleges.

The growth of this department has encouraged the management to make important changes in the courses and

in the manner of conducting the work, and the department now does more effective work than ever before. It is well equipped with pictures, casts, maps, etc., to assist its work. An electric lantern with a good supply of lantern slides also belong to this department.

COURSES

The courses may be changed to suit individual needs in preparation for special work. Diplomas are granted for such special courses, provided sufficient points are covered to equal those of the specified courses. A full term's work in a subject with daily recitations is counted one point. For graduation in any College Preparatory Course forty-eight points are required, in addition to the work of the Preparatory Year.

According to this system the preceding courses may be thus specified:

Classical Course

English	9 Points
Mathematics	10 Points
History	6 Points
Language	20 Points
Science	3 Points
Total	48 Points

Scientific Course

English	9 Points
Mathematics	13 Points
History	6 Points
Language	12 Points
Science	8 Points
Total	48 Points

Note: The following is a list of some of the colleges and universities which have accepted the entrance credits offered by graduates of this school who have taken either the College Preparatory Course or the Normal School Course:

Bucknell University, Carnegie Technical School, Colgate, Colorado University, Cornell, Columbia University, Dickinson, Elmira, Goucher, Grove City, Haverford, Lafayette, Michigan University, Mt. Holyoke, Oberlin, Oklahoma University, Penn State, Pittsburgh University, Princeton, Renessalaer, Smith, Syracuse University, Toronto University, Trinity, Ursinus, University of Pennsylvania, Wellesly, Wesleyan, Williams, Wilson.

COMMERCIAL DEPARTMENT

The Purpose of the Department. (1) To give pupils preparing for business a thoro training for work as stenographers, bookkeepers and office assistants. (2) To give teachers and students of the regular Normal Course an opportunity to specialize in the commercial branches.

The course for pupils preparing for business positions is arranged to give a thoro training in bookkeeping, office methods, arithmetic, commercial law, penmanship, stenography, typewriting and English.

Pupils are given credit for subjects as they are satis factorily completed, irrespective of the time taken. They are graduated with the class of the year in which they complete all required work. The average pupil completes the course in about two years.

There is a constant and increasing need of teachers of commercial branches for public school work. It is a field that offers exceptional opportunities to Normal School graduates who have specialized in stenography and typewriting or in bookkeeping, commercial law and penmanship.

Strong students of the Normal Course may arrange to carry one or two of the commercial branches in connection with their other studies. Teachers engaged in school work may very profitably pursue some of these studies during their school year. The department will aid such persons in planning their work, and they may have the opportunity of doing some work here during the last weeks of the spring term.

Subjects Required.

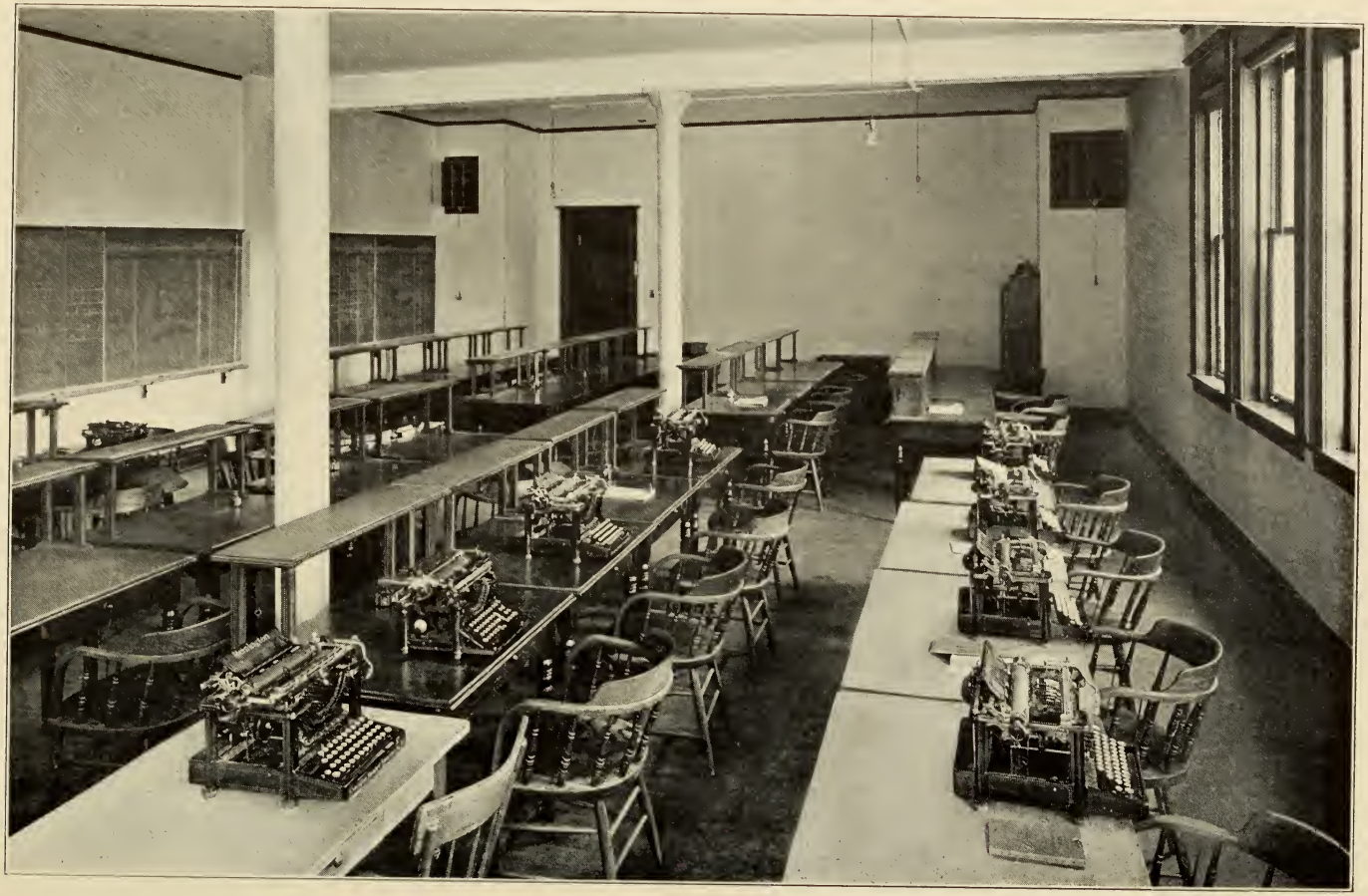
1. Stenography.

Graham System. (This system is very largely used by the rapid writers, many of the best court reporters being "Graham" writers. The "Graham" and "Pitman" systems are very similar, and persons who have studied "Pitman" theory will experience no difficulty in continuing their studies here.)

A thoro study of the theory is followed by study of word signs, phrasing, well graded work written in shorthand, graded dictation work to develop skill and speed, new matter to be transcribed, and final tests for speed and accuracy.

Requirements in Stenography for Graduation.

A series of practical tests, dictated at different rates of speed, from 80 to 140 words a minute, from which typewritten transcripts are made, will determine the final rating in stenography. Speed in taking dictation and accuracy in transcribing are given equal weights in the rating, the rating for speed being



A Portion of the Commercial Department

as follows: 80 words a minute, 70%; 100 words a minute, 80%; 120 words a minute, 90%; 140 words a minute, 100%. The rating for accuracy is determined by the transcripts. (Pupils are informed of the method of marking errors, and of the penalties imposed for the various classes of errors.)

2. Typewriting.

The "Touch Method" is used. Careful instruction in the method of fingering is given. A series of well graded exercises is followed by letter work, business and legal forms, etc. As soon as pupils have sufficient skill in stenography to take dictation they begin to make transcripts of their notes, the quantity of work being gradually increased.

Requirements in Typewriting for Graduation.

A series of practical tests in writing from copy is given to determine speed and accuracy. A rating of 70% is given for absolute accuracy in copying plain matter for ten minutes at the rate of fifteen words a minute. This rating is increased 1% for every additional word a minute. Deductions are made for errors. (Pupils are informed of the method of marking errors, and of the penalties imposed).

Tests in writing from rough draft, in tabulating, and in writing from dictation, will be given a separate rating.

3. Bookkeeping.

In the bookkeeping work pupils must prepare all outgoing papers involved in the various transactions and properly file and index all incoming papers.

Neatness of work and good penmanship are essentials and are factors in determining grades.

Elementary Set. Theory of double-entry bookkeeping and practice of business forms. Books of original entry used: Journal, Cash Book, Sales Book, Purchase Book.

Accounting: Trial Balance, Balance Sheet, Trading and Profit and Loss Statement.

* * *

Wholesale Set. Introducing use of Special Column in Cash Book, Notes Receivable Book, Notes Payable Book, Sales Ledger.

Accounting: Trading and Profit and Loss Statements, Statement of Resources and Liabilities, Percentage Analysis of Trading and Profit and Loss Statements.

* * *

Manufacturing Set, Cost Accountancy, Voucher Register, Requisition Journal, Finished Goods Journal.

Accounting: Manufacturing Statement showing Prime Cost and Production Cost monthly, Trading and Profit and Loss Statements, Distribution of Profits, Statement of Assets and Liabilities.

Corporation Set. Cash Journal, Account Sales Register, Sales Book.

Accounting: Trading and Profit and Loss Statements, Statement of Resources and Liabilities.

Jobbing and Commission Set. Special Columns in books of original entry, Account Sales Book, Account Sales Register.

* * *

Banking Set. General Cash Book, Teller's Book, Discount Tickler, Discount Register, Collection Tickler, Collection Register, Demand Loan Book, Remittance Register, Stock Ledger, General Ledger, Individual Ledger.

Daily Statement of Receipts and Payments.

4. English.

Commercial students must meet the requirements in English Grammar and Rhetoric and Composition as given in the Normal School Course.

5. Orthography.

Drills on 5,000 selected and defined words.
Pupils are required to make rating of 97% in spelling on a series of tests aggregating 500 words selected from the lists studied.

6. Arithmetic.

Drills to develop accuracy and rapidity in addition, subtraction, multiplication, division, common and decimal fractions, percentage, interest, etc. Practical problems in profit and loss, trade discount, commission, interest, bank discount, partial payments, averaging accounts, etc.

7. Commercial Law.

A study of the general principles of contracts, and the special application of the principle of contracts involved in Negotiable Instruments, Agency Partnership, Corporations, Insurance, Real Property, Personal Property, Bailment and Carriers, Guaranty and Suretyship, Drills in writing and executing simple contracts of business.

8. Penmanship.

Palmer Method. Pupils must develop sufficient skill to earn the "Palmer" certificate of proficiency.



Boys' Recreation Room

GENERAL INFORMATION

The Town of Bloomsburg

Bloomsburg is an attractive town, in one of the most beautiful regions of Pennsylvania, has a population of about eight thousand, and is easily accessible by the three largest railroads in the state: The Delaware, Lackawanna and Western, the Philadelphia & Reading, and the Pennsylvania. It is also connected with neighboring towns by electric railroads.

The town has the district system of steam heating, a public sewer system, pure water from a mountain stream, illuminating gas and electric lights, and paved streets. It is known as one of the thriftiest and healthiest towns in the state.

The school is situated 150 feet above the Susquehanna.

Nineteen acres of campus afford ample space for lawns and athletic grounds, and include a large and beautiful oak grove. Seven large buildings are admirably adapted to their different uses.

Institute Hall

This building, erected in 1867, stands at the head of Main Street, and is plainly visible from all parts of the town. On the first floor are five spacious class rooms. The approach to the building is very imposing and beautiful, and has been made much more so by the erection of a handsome bronze fountain, the gift of the class of '04.

The Auditorium

This room, situated on the second floor of Institute Hall, is comfortably furnished and tastefully decorated. It contains one thousand and twenty-five opera chairs, and when occasion demands, can be made to accommodate many more people. The acoustic properties are apparently perfect.

The Training School Building

This is a three-story building. It stands next to Institute Hall, and covers about 80 by 90 feet. It contains about 28 school and recitation rooms, well ventilated and supplied with light, black-board surface, and the most approved furniture. It is here that the Seniors acquire the theory of teaching, and practice in the art, 21 rooms being fitted up especially for their work. The basement floor of this building is used for the industrial department.

The Main Dormitory

The Dormitory is four stories high and was originally in the form of a T, having a front of 162 feet and an extension of 75 feet. The buildings are supplied with steam heat, electric light, and sewer connections. On account of the steady growth of the school, this building was finally enlarged by the addition of a wing extending south from the rear of the T described above. Its dimensions are 104 feet by 40 feet, and it furnishes accommodations for about 70 students. Extending across the end of this wing and forward to the front of the building is a long piazza, about 140 feet in length. This fronts the river, and from it may be obtained one of the grandest views in eastern Pennsylvania.

The Dining Room

This large room on the first floor of the dormitory has a floor space of over 4,000 square feet. It has been most tastefully beautified at an expense of more than $1,200. The kitchen, which adjoins it, has been entirely remodeled and supplied with the latest and best culinary appliances. Its floor is of cement. Clean and vermin proof, it approximates the ideal place for the preparation of food. It is the study of the steward, and those who aid him, to furnish the table with as great a variety as possible.

An excellent cold storage room adjoining the kitchen provides for the preservation of food.

The North End Addition

It extends westward to within 20 feet of the Training School Building, with which it is connected by a two-story covered passage way. This building contains class rooms on the first floor, a large study hall and library, and several class rooms on the second floor; on third and fourth floors, additional dormitories for young men.

The Library

On the second floor, near the gymnasium, is a large room, 46 by 68 feet in size, with shelves, desks, tables, comfortable chairs, &c. It serves the double purpose of library and study hall. This happy arrangement has the advantage of placing the student near the cyclopedias and other works of reference during his periods of study.

On the shelves are the school library, the libraries of the literary societies, and those of the Y. M. and Y. W. C. A. These libraries contain the standard works of fiction,



The School Library

history, the leading cyclopedias, dictionaries, and books of reference. The reading tables are well supplied with all the important local and national newspapers and magazines for the free use of the students. The value of the library is greatly enhanced by a card catalogue of the most approved kind, and the constant attendance of a trained librarian to assist students in their research. Students are given some training in library methods.

The Students' Rooms

Each room for students is furnished. Spring Mattresses are provided for the beds. The walls are neatly papered. The rooms average about 11 feet by 15 feet in size. Many students carpet their rooms. Rooms are frequently inspected and habits of neatness and order are inculcated. The beds of gentlemen are made, and their rooms cared for daily.

A Passenger Elevator

A new electric elevator, installed by the Otis Elevator Company, is under the management of an efficient operator. This makes it possible to reach easily the rooms on the top floor, which are sought in preference to those below, because they are more comfortable, quieter, and command a more extended view of the surrounding beautiful country.

Recreation Rooms

A beautiful recreation room for the young ladies has been provided at an expense of several hundred dollars. A boys' parlor has been provided by the generosity of the class of 1909. These are much enjoyed.

Science Hall

This large and handsome building was erected at a cost of $75,000, to provide additional recitation rooms, and especially to afford facilities for the latest methods of work in the sciences. The large laboratories are fully equipped with the best furniture and appliances manufactured. In the basement, which is mainly above ground, are the music rooms used for practice and teaching in connection with the music department.

The first floor is devoted to the biological departments and has large laboratories fitted up for the study of Zoology, Physiology, Botany, and Geology. There is also a laboratory for the students taking the Medical Preparatory Course.

The second floor has laboratories for Physics and Chemistry.

There are two modern lecture rooms for the use of these departments, with lanterns, screens and modern equipment for demonstration and illustration.

In the third story are large rooms 45x44 feet each, devoted to the use of the two literary societies, a commodious, well lighted and properly equipped Art Studio, and two recitation rooms.

North Hall

Two floors of the building formerly used as a musical conservatory and chemical laboratory have been appropriated to students. They are fitted with all modern conveniences. The unobstructed views from most of the rooms are both wide and beautiful.

Infirmary

While the health of the students has been exceptionally good, an infirmary has been equipped with modern facilities for the care of the sick, and is in charge of a trained nurse. Students unable to attend recitations or go to meals are required to report there, that they may receive proper attention.

Hospital

The Class of 1915 has enabled the school to provide, as their memorial, upon the campus, yet remote from all other buildings, a hospital for patients having contagious diseases. The building is fitted with all modern conveniences such as steam heat, running water and sewer connection, and is hygienically furnished in accordance with modern hospital standards.

The Societies

There are two literary societies, devoted to the intellectual improvement of their members. Weekly meetings are held, the exercises of which include essays, readings, declamations and debates. Among the benefits to be derived from membership, by no means the least is the training received in the conducting of business meetings, and the knowledge required of Parliamentary rules. Debates form a distinctive feature of these societies.

The Students' Lecture Course

This course is one of the most important educational features of each school year, and is organized for the pur-

pose of bringing before our students some of the leading lecturers of the day.

It is the aim, by means of this course of lectures, to give the students entertainment and culture.

The School Periodical

In recognition of the need of a regular means of communication between the school and its alumni, a school periodical, the B. S. N. S. Quarterly is issued. The paper is a magazine of from 12 to 20 pages, and appears in January, April and October of each year. Its editorial staff includes members of the Faculty and students. The Alumni, Athletic, Society, and Local Departments of the paper present the work of the school in each number. The alumni department is especially interesting. The Quarterly is sent free to all alumni. **Graduates who do not receive the paper will please inform us of the fact.**

Contests

A Second Year Contest in Expression is held annually for those who survive a private preliminary test. Two prizes, each consisting of a set of books, are awarded to the winners in the public contest.

The Magee Contest in Composition and Expression, held as early as February 12, is open to all undergraduates having the equivalent of the first two years of the Normal School Course who pass in the preliminary contest. The prizes are provided by the liberality of Mr. James Magee, 2d, president of the Magee Carpet Works, and consist of a first prize of **fifteen dollars,** a second of **ten** and a third of **five.**

The Marion Evelyn Ames Miller Nature Study prize, competition for which is open to all students.

The Marion Evelyn Ames Miller prize for Senior Class Song, competition for which is open to all members of the graduating class.

Discipline

All students are expected to observe such regulations as may be needed from time to time, in order to secure to themselves and other students all the benefits of the institution. Such regulations are purposely kept as few in number as possible, in order to develop a feeling of responsibility and independence of character on the part of every student. Gentlemanly and ladylike behavior are matters of necessity, and **no student is allowed to remain in the school who**



A Student's Room, Girls' Dormitory

does not show by his devotion to work, his behavior, and his personal habits, that he is in earnest in his efforts to get an education.

Students who, without permission, absent themselves from the building at times when all students are required to be in their rooms, are dismissed also.

The system of discipline used is not preventive, but rational, and has for its object **character building.**

Visitors to the school, whether graduates, former students or friends, are expected to conform to the regulations that apply to students, and to preserve toward teachers and others in authority the same attitude that the customs of good society everywhere require of guests.

Religion and Morals

The school proceeds upon the principle that careful religious training is essential to the proper development of character. The religious teaching is evangelical but not sectarian.

Chapel exercises are held daily. All students are required to attend church on Sunday morning. A service of Song or Bible Reading is conducted each Sunday evening. The students sustain a **Young Men's Christian Association,** and also a **Young Woman's Christian Association,** which hold separate prayer meetings each Tuesday evening.

On Sundays many of the students meet in small groups, for the study of the Scriptures. Attendance is voluntary.

The Faculty

A **preceptress** gives especial care to the development of careful habits, favorable to health, as well as to those of neatness, industry, refined manners, and of high moral and religious character.

The trustees of the school realize that **it is the teacher that makes the school,** and they have taken great care to secure teachers of successful experience, broad culture, and established Christian character. As a result, the graduates of the school are young men and women who command good positions and good salaries and who stand high in the estimation of the public. They may be found in all parts of the United States, and some in foreign countries occupying prominent positions of usefulness and influence.

Deans of the Several Classes

Senior—Prof. O. H. Bakeless. **Second Year**—Prof. W. B. Sutliff.

Junior—Miss Mary Good; Prof. H. G. Teel. **First Year**—Prof. W. B. Sutliff.

College Preparatory—Prof. D. S. Hartline.

Visiting and Going Home

Parents are requested not to call pupils home during term time, except in case of absolute necessity. In such cases written permission from parents or guardians is required.

Every recitation missed places the pupil at a disadvantage and seriously affects his standing.

Giving permission to visit friends is equally distracting.

When a visit home or elsewhere is contemplated it distracts the mind on the day of the departure, and it takes the first day after returning to get the mind back to work.

This causes practically the loss of two days in addition to the time lost while absent, and makes the pupil lose much of the benefit for which he has paid. All work missed as the result of absence is required to be made up, but this does not entirely restore the standing of the student.

Boxes from Home

Parents and friends are requested not to send boxes of cooked edibles to students. Many cases of ill health may be traced to eating stale and indigestible food. Besides the ill effects of keeping food in a living room, boxes encourage eating at irregular times and produce other irregularities that interfere with good health and intellectual advancement. The school furnishes good, wholesome food, well cooked and in plenty, and arranges to have as great variety as the markets afford; so there is no occasion for sending food to students.

When to Enter

Students may enter at any time. There are classes of all degrees of advancement, and students in nearly all subjects can be accommodated, even in the middle of a term.

Students who need only one term's work to finish any particular course will find it to their advantage to attend during the fall term, as during that term they will receive instruction in the essentials of the various branches.



Girls' Reception Room

Applications for Teachers

The Principal frequently has applications for teachers for positions both within and outside the state. Graduates who want schools are at liberty to put their names on his list, but they should inform him as soon as they secure a position; and those who need teachers are urged to apply early that they may get the best.

Outfits

Each student is expected to furnish for personal use the following articles: Towels, table napkins, a bed comforter, a pair of blankets, slippers, overshoes, an umbrella, a pair of gymnasium slippers, a gymnasium costume, and a pair of strong high shoes suitable for climbing and walking. Each student should provide himself with a knife, fork and spoon, as silver will not be sent out of the dining room. The gymnasium slippers and costume may be ordered after students enter and learn what is needed. The use of this costume is obligatory; health and decency require it.

Damages

All damages done to rooms, halls, furniture, or school property, will be charged to the students who do it. No nails, pins or tacks of any kind are to be driven into the walls or doors. Pictures or other decorations pasted, tacked or pinned to the wall subject the occupants of the room to the expense of papering the entire room.

Laundry Regulations

Each student is allowed 12 articles of plain clothing or their equivalent in the weekly washing. Note the following regulations:

1. Have your name on every article of clothing. Write it plainly, and use nothing but indelible ink. Most missing articles are lost because of defective marking.

2. Have a large clothes bag, so that ironed clothes need not be folded much when put into it for delivery. Be sure to have your name on the clothes bag.

3. The personal wash must be ready for collection by 6 o'clock on Monday morning.

4. On Saturday morning, after breakfast, the personal wash will be delivered.

5. Exchange soiled bed linen (one sheet and two pillow cases) for clean linen on each Friday morning after breakfast.

6. For all clothing in the wash in excess of the 12 articles allowed, an extra charge will be made.

State Aid

To all persons in the regular course over seventeen years of age who will sign an agreement to teach in the common schools of the state for two school years, tuition is free, and will be free as long as the Legislature's appropriation is sufficient for the purpose.

Expenses

Those who are seeking an education should exercise the same judgment and foresight in selecting a school that they use in other business matters.

It is possible to find cheaper schools than this. There are schools of all degrees of cheapness, just as there are articles of merchandise varying in quality.

This school gives to the student, in benefits, every dollar of its income both from what students pay and from state appropriations. Added to this is the use of buildings and apparatus accumulated that are now worth probably half a million dollars.

The tabulated statement on page 69 gives full information in regard to charges. One-half board and tuition plus registration fee is payable at the beginning of each term, the remainder at the middle of each term.

Note that the state aid is never deducted from the half-term payment due at the time of entrance.

The tuition for the Commercial Course is the same as for the regular Normal Course.

Applications for the filling out of certificates of admission to colleges or other higher institutions of learning will be granted on payment of a fee of one dollar.

A charge of 50 cents for each branch per week is made to special students in music, typewriting, or stenography, who desire to take one or two branches with their special subjects.

No extra charges are made for class instruction in vocal music.

For absence two consecutive weeks or more on account of personal sickness, a deduction for board and tuition is made. No other deduction is made for absence. No deduction for absence is made during the first two or the last two weeks of a term.

EXPENSES

	Fall Term 13 Weeks	Winter Term 13 Weeks	Spring Term 14 Weeks	Full Year	Fract'n of Term per W'k
FOR BOARDING STUDENTS (All courses excepting Music)					
Board, furnished room, heat, light and laundry	$ 71.50	$ 71.50	$ 77.00	$220.00	5.75
Tuition	19.50	19.50	21.00	60.00	
*Registration fee	2.00	2.00	2.00	6.00	
Total	$ 93.00	$ 93.00	$100.00	$286.00	
(½ Board and Tuition plus Registration fee)	47.50	47.50	51.00		
	$ 45.50	$ 45.50	$ 49.00		
State aid	$ 19.50	$ 19.50	$ 21.00	$ 60.00	
(State aid is not credited until end of term)					
Amount due middle of term	$ 26.00	$ 26.00	$ 28.00		
Full year, laboratory fees excepted				$226.00	
FOR DAY STUDENTS (All courses excepting Music)					
Tuition	$ 19.50	$ 19.50	$ 21.00	$ 60.00	1.50
*Registration fee	2.00	2.00	2.00	6.00	
Total	$ 21.50	$ 21.50	$ 23.00	$ 66.00	
State aid	$ 19.50	$ 19.50	$ 21.00	$ 60.00	
(State aid is not credited until end of term)					
Amount due middle of term	$ 2.00	$ 2.00	$ 2.00	$ 6.00	
FOR MODEL SCHOOL DAY PUPILS					
No reduction is made for attendance for a fraction of a term	$ 3.50	$ 3.50	$ 3.50	$ 10.50	
Tuition, (payable at middle of term)					
No charge to pupils under 9 years of age					
Registration fee	.75	.75	.75	2.25	
	$ 4.25	$ 4.25	$ 4.25	$ 12.75	
FOR MUSIC PUPILS					
Piano or Voice, (2 lessons per week)	$ 16.00	$ 16.00	$ 16.00	$ 48.00	
Piano or Voice, (1 lesson per week)	9.75	9.75	9.75	29.25	.75
Use of Piano (for practice, one period daily per term)	2.50	2.50	2.50		
Class Lessons in Harmony	7.00	7.00	7.00		
Private Lessons in Harmony same as Piano					
Class Lessons in Analysis		7.00	7.00		
Class Lessons in History of Music	7.50	7.50	7.50		
EXTRAS					
Fee, Chemical Laboratory, (for course)				$ 5.00	
Fees, for Zoology, Botany, and special Biology, each for course				4.00	
Fees, for Physiology, Geology, Agriculture, Astronomy, each, for course				2.00	
Fees, Household Arts—Cooking Laboratory				2.00	
Fee, Household Art, Sewing Course				2.00	

MEMBERSHIP IN SPECIAL CLASSES

Sewing or millinery, 10 lessons.....$5.00 and material.
Cooking, 10 lessons.....$6.00 or 75 cents per lesson.

*The Registration Fee in Main School carries with it free admission to all numbers of the Students' Lecture Course and all regularly scheduled games of football and baseball.

A charge of 15 cents per piece is made for hauling baggage. Baggage is hauled by the school only on the opening and closing days of each term.

The scale of charges is made on the basis of two students to each room; therefore students cannot be accorded the privilege of rooming alone without extra charges.

Bills for one term must be settled before students will be permitted to enter upon the next term, unless by special arrangement.

Diplomas will not be issued to those whose accounts are unsettled.

Rooms engaged beforehand will not be reserved longer than Tuesday of the first week of the term except by special arrangement.

Students not living at their own homes are required to board in the school dormitories, except by special arrangement, made in accordance with conditions established by the Board of Trustees. The Principal will make known these conditions on request.

When a student's room in the dormitory is held for him during his absence, and cannot be temporarily filled, a charge of $1.00 per week is made.

Students are considered members of the School until the Principal is notified of their withdrawal.

Class Memorials

Class of 1876—Marble Model of Independence Bell.
Class of 1879—Bible for Chapel, and Reference Books.
Class of 1882—Fountain on Lower Campus.
Class of 1883—Nucleus of Library—Library of Universal Knowledge.
Class of 1884—Desk for Study Hall.
Class of 1885—Clock for Auditorium.
Class of 1886—Model School Apparatus, $225.
Class of 1887—Relief Maps and Tellurian.
Class of 1888—Manikin.
Class of 1889
Class of 1890—Stanford's Maps, Weights and Measures.
Class of 1891—Columbian Encyclopedia.
Class of 1892—Curtain for Stage.
Class of 1893—Scholarship of $144.38.
Class of 1894—Scholarship of $159.95.
Class of 1895—Scholarship of $150.00.
Class of 1896—Scholarship of $103.05.
Class of 1897—Scholarship of $161.72.
Class of 1898—Scholarship of $150.00.
Class of 1899—Sun Dial.
Class of 1900—Scholarship of $203.85.
Class of 1901—Scholarship of $200.00.
Class of 1902—Scholarship of $150.00.
Class of 1903—$100 for use of Dept. of Pedagogy.



Exterior of One of the Infirmaries—Memorial—Class of 1915

Class of 1904—Fountain at Main Entrance.
Class of 1905—Scholarship of $200.00.
Class of 1906—$300 for Department of Languages.
$ 50 for Department of Natural Science.
$ 50 for Department of Geography.
$400
Class of 1907—$150 for Department of Higher Mathematics.
$130 for Department of English
$130 for Department of History.
$410
Class of 1908—Beautifying and Improvement of School Grove, $379.15.
Class of 1909—Boys' Recreation Room, $350.
Class of 1910—Fitting up Dressing Rooms and Refitting Chapel Stage, $350.
Class of 1911—Fire Escapes, $350.
Class of 1912—Concrete Walks, Steps and Bronze Casts, $525. Scholarship of $100.
Class of 1913—Stage Curtain and Rug, replacing Memorial of the Class of 1892, $400.
Class of 1914—Class of 1914 Book Fund, $250.
Class of 1915—New Hospital, $350.
Class of 1916—{ Concrete Pergola in the grove, / Tiling Main Corridor. } $394.
Class of 1917—Botanical Conservatory, $362.

CATALOG OF STUDENTS--1917-1918

Resident Graduates

Beishline, Bernice I., '16, Orangeville, Columbia.
Carter, Clarice B., '13, Duryea, Luzerne.
Gotshall, Mercy, '93, Catawissa, Columbia.
Herring, Jessie F., '09, Orangeville, Columbia.
Miller, Dorothy, '17, Weatherly, Carbon.
Wiant, J. Stewart, '17, Huntington Mills, Luzerne.

Under-Graduates

Abbett, Arthur M., Rupert, Columbia.
Adams, Louise K., Berwick, Columbia.
Agnew, Marian, Pittston, Luzerne.
Ahlers, Annie, Bloomsburg, Columbia.
Ahlers, Betty, Bloomsburg, Columbia.
Ahlers, Walter, Bloomsburg, Columbia.
Albertson, Donald J., Bloomsburg, Columbia.
Alexander, Helen, Nanticoke, Luzerne.
Allen, Alice J., Alderson, Luzerne.
Altmiller, Florence, Hazleton, Luzerne.
Andres, Helen G., Bloomsburg, Columbia.
Andrews, Bertha, Bloomsburg, Columbia.
Anthony, Ralph, Bear Creek, Luzerne.
Arco, Carlos M., Sagua la Grande, Cuba.
Arment, Helen G., Bloomsburg, Columbia.
Augenblick, Rebecca D., Nanticoke, Luzerne.

Aurand, Edna C., Wilkes-Barre, Luzerne.
Averill, Florence, Berwick, Columbia.
Bachman, Alma L., Wilkes-Barre, Luzerne.
Bailey, Florence M., York, York.
Baird, Ruth M., Laketon, Luzerne.
Bakeless, David W., Bloomsburg, Columbia.
Bakeless, Katharine, Bloomsburg, Columbia.
Baker, Bertha, Espy, Columbia.
Baker, Frances, Bloomsburg, Columbia.
Baker, Paul N., Espy, Columbia.
Bankes, Byron, Bloomsburg, R. F. D. No. 5, Columbia.
Bankes, Lester, Bloomsburg, R. F. D. No. 5, Columbia.
Bankes, Maude, Bloomsburg, R. F. D. No. 5, Columbia.
Bankes, Violus, Bloomsburg, R. F. D. No. 5, Columbia.
Barba, Frank Y., Habana, Cuba.
Barber, Emily, Bloomsburg, Columbia.
Barndt, Hester, Catawissa, Columbia.
Baum, Anna H., Hazleton, Luzerne.
Bavolack, Daniel, Jr., McAdoo, Schuylkill.
Beagle, Attame, Bloomsburg, Columbia.
Becker, Helen R., Plymouth, Luzerne.
Bednarek, George J., Jr., Wilkes-Barre, Luzerne.
Belefski, Mary, Glen Lyon, Luzerne.
Bennett, Mark H., Bloomsburg, Columbia.
Berger, Karl, Lehighton, Carbon.
Beyer, Florence M., Orangeville, Columbia.
Billmyer, Bertha, Danville, R. F. D. No. 2, Montour.
Birch, Martha, Bloomsburg, Columbia.
Bitting, Catharine, Ringtown, Schuylkill.
Black, Lessing, Bloomsburg, Columbia.
Blecker, Mary C., Danville, Montour.
Bobkowski, Antoinette, Shamokin, Northumberland.
Bolick, Edith, Gordon, Schuylkill.
Bonito, Andrea, Bloomsburg, Columbia.
Boody, Leonard R., Rupert, Columbia.
Bowman, Edna S., Berwick, Columbia.
Boyle, Mary D., Drifton, Luzerne.
Brace, Laura W., Bloomsburg, Columbia.
Brace, Leslie E., Bloomsburg, Columbia.
Brace, Molly, Bloomsburg, Columbia.
Brader, Evangeline, Bloomsburg, Columbia.
Breisch, Ina, Ringtown, Schuykill.
Breisch, Laura, Ringtown, Schuylkill.
Breisch, Ralph, Catawissa, Columbia.
Brennar, Marion M., Brandonville, Schuylkill.
Brittain, Norma, Register, Luzerne.
Broadt, Elva, Bloomsburg, Columbia.
Broadt, Emma, Bloomsburg, Columbia
Broadt, Florence, Bloomsburg, Columbia.
Broadt, Robert, Bloomsburg, Columbia.
Brotherton, Nellie F., Kingston, Luzerne.
Brower, Mary, Bloomsburg, Columbia.
Brown, Claude C., Light Street, Columbia.
Brown, Edwina F., Bloomsburg, Columbia.
Brown, Margaret, Vanceboro, N. C.
Brown, Maryio, Bloomsburg, Columbia.
Bryfogle, Inez E., Nescopeck, Luzerne.
Buck, Fred L., Light Street, Columbia

Buck, Miller, Danville, Montour.
Burdick, Mildred, Waymart, Wayne.
Burns, Alice, Oneida, Schuylkill.
Burns, Nellie, Danville, Montour.
Butler, Ella C., Angels, Wayne.
Cabo, Irene, Wilkes-Barre, Luzerne.
Carey, Margaret M., Freeland, Luzerne.
Casey, Thomas A., Benton, Columbia.
Castellani, Peter E., Old Forge, Lackawanna.
Caswell, Elizabeth, Bloomsburg, Columbia.
Caswell, Florence, Bloomsburg, Columbia.
Cherrington, Paul L., Catawissa, Columbia.
Church, John, Bloomsburg, Columbia.
Clark, L. Funston, Catawissa, Columbia.
Clark, Maude M., Kingston, Luzerne.
Cleaver, Emma V., Hamburg, Berks.
Cleaver, Grace K., Hamburg, Berks.
Cocklin, Alice F., Shickshinny, Luzerne.
Cole, Anna M., State College, Centre.
Coleman, Lloyd S., Orangeville, Columbia.
Colley, Martha R., Bloomsburg, Columbia.
Colley, Mary J., Bloomsburg, Columbia.
Collier, J. Adrian, Olyphant, Lackawanna.
Colt, Marie M., Meshoppen, Wyoming.
Conboy, Anna M., Scranton, Lackawanna.
Conety, Esther E., Gracedale, Luzerne.
Connor, Catherine J., Wilkes-Barre, Luzerne.
Cornell, Willard, West Nanticoke, Luzerne.
Corrigan, Benidicta, Hazleton, Luzerne.
Corrigan, Regina M., Ashley, Luzerne.
Costa, Sara M., Old Forge, Lackawanna.
Costello, Anna E., Hazleton, Luzerne.
Cotner, Kathryn, Danville, Northumberland.
Creasy, Jean, Bloomsburg, Columbia.
Creasy, Jessie E., Dalton, Lackawanna.
Creasy, Leroy W., Espy, Columbia.
Creveling, Elizabeth, Bloomsburg R. F. D. No. 3, Columbia.
Crook, Amy M., Minersville, Schuylkill.
Crouse, Rhoda L., Berwick, Columbia.
Cryder, Margaret A., Berwick, Columbia.
Cuff, Mary, Shenandoah, Schuylkill.
Culver, Ruth, Berwick R. F. D. No. 1, Columbia.
Cummings, Anna, Pittston, Luzerne.
Cunningham, Susie, Bloomsburg, Columbia.
Davenport, Edna M., Sweet Valley, Luzerne.
Davies, Wesley E., Kingston, Luzerne.
Davis, Anna M., Ringtown, Schuylkill.
Davis, Samuel A., Ringtown, Schuylkill.
Deaner, Hildred, Mainville, Columbia.
Decker, Mabel, N. Mehoopany, Wyoming.
Deily, Edna, Bloomsburg, Columbia.
Dennis, Edith A., Wilkes-Barre, Luzerne.
Dennis, S. James, 3d., Bloomsburg, Columbia.
Dennis, J. E. Bloomsburg, Columbia.
Deppen, I. Thelma, Dalmatia, Northumberland.
Derr, Edgar, Bloomsburg, Columbia.
Detato, Antonio, Pittston, Luzerne.
Devers, Anna E., Pittston, Luzerne.

Dice, Charles S., Bloomsburg, Columbia.
Dice, Claire K., Bloomsburg, Columbia.
Diemer, Helen D., Bloomsburg, Columbia.
Diemer, Mary J., Bloomsburg, Columbia.
Dietrich, Dorothy, Danville R. F. D. No. 2, Montour.
Dodson, Edna B., Berwick, Columbia.
Donovan, Anna, Beaver Meadow, Carbon.
Dormack, Walter, Detroit, Michigan.
Dougherty, Katherine, Wilkes-Barre, Luzerne.
Doyle, Ruth F., Middletown, N. Y.
Dreibelbis, F. Ralph, Virginville, Berks.
Dreshman, Ruth M., Ashland, Schuylkill .
Duke, Blanche, Berwick, Columbia.
Dunkleberger, Joseph M., Bloomsburg, Columbia.
Durkin, Mary R., Wilkes-Barre, Luzerne.
Dyer, Margaret, Scranton, Lackawanna.
Edgar, Dorothy, Espy, Columbia.
Edwards, Criddie E., Scranton, Lackawanna.
Edwards, L. Mildred, Luzerne, Luzerne.
Edwards, Vida, Benton, Columbia.
Egge, Helen M., Mt. Carmel, Northumberland.
Emmitt, Ethel, Danville, Columbia.
Emmitt, John F., Danville, Columbia.
Engle, Rose, Glen Lyon, Luzerne.
Epler, Frances, Northumberland, Northumberland.
Erwin, Mae E., Catawissa, Columbia.
Erwin, Ruth, Catawissa, Columbia.
Eshleman, Fay, Mifflin, Juniata.
Evans, Beatrice E., Shamokin, Northumberland.
Evans, Edwinna, Scranton, Lackawanna.
Evans, Florence L., Wilkes-Barre, Luzerne.
Evans, Letha F., Berwick, Columbia.
Evans, Mildred E., Shamokin, Northumberland.
Eves, J. Harold, Millville, Columbia.
Eves, Margaret W., Millville, Columbia.
Eyer, Charlotte, Philadelphia, Philadelphia.
Eyer, Elizabeth T., Philadelphia, Philadelphia.
Fagley, Catherine, Mt. Carmel, Northumberland.
Farnsworth, Lois L., Bloomsburg, Columbia.
Farrell, Mae, Mahony Plane, Schuylkill.
Felker, Arthur M., Beaver Springs, Snyder.
Felker, Charles A., Beaver Springs, Snyder.
Ferguson, Eva H., Bloomsburg, Columbia.
Fessler, Elizabeth, Shamokin, Northumberland.
Fester, Franklin E., Bloomsburg, Columbia.
Fetterolf, Gladys E., Pottsville, Schuylkill.
Fetterolf, Nita, Mifflinville, Columbia.
Fidler, John L., Espy, Columbia.
Fiester, Zella, Berwick, Columbia.
Fischer, Helen, Bloomsburg, Columbia.
Fischer, Mildred, Bloomsburg, Columbia.
Fischer, Viola M., Glen Lyon, Luzerne.
Fisher, Donald, Rupert, Columbia.
Fisher, Lillian, Mt. Carmel, Northumberland.
Fisher, Warren, Mainville, Columbia.
Flynn, Mary H., Centralia, Columbia.
Foote, Dorothy, Bloomsburg, Columbia.

Foote, Paul, Bloomsburg, Columbia.
Fought, Raymond S., Millville, Columbia.
Foust, Beaver, Danville, Montour.
Foust, Raymond, Bloomsburg R. F. D. No. 3, Columbia.
Foye, Elva C., Bloomsburg, Columbia.
Francis, Elva B., Trevorton, Northumberland.
Freas, Margaret K., Berwick, Columbia.
Fritz, Charles, Bloomsburg, Columbia.
Fritz, Kathryn, Bloomsburg, Columbia.
Fritz, Sarah, Jamison City, Columbia.
Frumkin, Morris, Hazleton, Luzerne.
Frymire, Mildred L., Bloomsburg, Columbia.
Fuentes, Alberto, Habana, Cuba.
Furman, Frances, Bloomsburg, Columbia.
Gaffney, Kathryn M., Pittston, Luzerne.
Gheen, Carl, Jersey Shore, Lycoming.
Gift, Robert, Milton, Northumberland.
Giger, W Leonard, Bloomsburg, Columbia.
Gilbert, Esther M., Wyoming, Luzerne.
Gilbert, Marjorie, Bloomsburg, Columbia.
Gilbert, Miriam, Bloomsburg, Columbia.
Gillespie, Christine, Catawissa, Columbia.
Gillespie, Jessie, Catawissa, Columbia.
Gillespie, Mary M., Hazleton, Luzerne.
Girton, Maxwell M., Bloomsburg, Columbia.
Goff, Frank, Shenandoah, Schuylkill.
Golden, Harriet, Hawley, Wayne.
Good, Zareta A., Wilkes-Barre, Luzerne.
Gordon, Gertrude, Kingston, Luzerne.
Gorman, Clara, Girardville, Schuylkill.
Gotshall, Lola I., Bloomsburg, Columbia.
Griffith, Mildred E., Westmoore, Luzerne.
Griffiths, Joseph, Connerton, Schuylkill.
Griffiths, Muriel A., Taylor, Lackawanna.
Grimes, Joseph S., Jr., Bloomsburg, Columbia.
Gronka, Rose A., Glen Lyon, Luzerne.
Grover, Mary E., Ashland, Schuylkill.
Guckavan, Marie, Hazleton, Luzerne.
Gutierrez, Pedro, Habana, Cuba.
Hackett, Cadwallader, Bloomsburg, Columbia.
Hagemeyer, Martha, Scranton, Lackawanna.
Hahn, Edith, Nanticoke, Luzerne.
Hammond, Lucia E., Scranton, Lackawanna.
Hancock, Mary A., Parsons, Luzerne.
Hanner, Elizabeth, Montoursville, Lycoming.
Harley, Anna, Wilkes-Barre, Luzerne.
Harmany, Lee A., Bloomsburg, Columbia.
Harris, C. Dewey, Bloomsburg, Columbia.
Harrison, Bertelle, Shickshinny, Luzerne.
Harrison, Dorothy, Plymouth, Luzerne.
Hart, Marion R., Mountain Grove, Luzerne.
Hart, Ralph, Nescopeck, Luzerne.
Harter, Rolland, Nescopeck, Luzerne.
Hartline, H. Keefer, Bloomsburg, Columbia.
Hartranft, Blanche H., Mountain Grove R. F. D., Luzerne.
Hassert, Claire, Bloomsburg, Columbia.
Hatcher, Kenneth, Blomsburg, Columbia.

Healy, Genevieve, Pittston, Luzerne.
Hedden, Claire, Benton, Columbia.
Heffers, Helen C., Pittston, Luzerne.
Heimbach, Ruth E., Lehighton, Carbon.
Henrie, Day, Orangeville, Columbia.
Henrie, Margaret M., Millville, Columbia.
Henrie, William, Danville, Montour.
Henry, Ruth C., Tower City, Schuylkill.
Henry, Martha, Berwick, Columbia.
Henwood, Grace M., Dunmore, Lackawanna.
Herman, Carl, Bloomsburg R. F. D. No. 1, Columbia.
Herman, Frances, Bloomsburg R. F. D. No. 1, Columbia.
Herman, William, Bloomsburg R. F. D. No. 1, Columbia.
Herring, Dorothy, Orangeville, Columbia.
Hess, Ethel A., Bloomsburg R. F. D. No. 3, Columbia.
Hess, Florence L., West Pittston, Luzerne.
Hess, Mary A., Shamokin R. F. D. No. 2, Northumberland.
Hess, Veda L., Forty-Fort, Luzerne.
Hetler, Eleanor, Bloomsburg, Columbia.
Hill, Florence H., Beach Haven, Luzerne.
Hill, Helen C., Hazleton, Luzerne.
Hill, Henry, Hazleton, Luzerne.
Hill, M. Helen, Beach Haven, Luzerne.
Hill, Olive, Bloomsburg, Columbia.
Hill, Rebecca, Hazleton, Luzerne.
Hite, Frederick S., Bloomsburg, Columbia.
Hockenberry, May, Montandon, Northumberland.
Hodder, John, Wilkes-Barre, Luzerne.
Hoffman, Arthur, Glen Lyon, Luzerne.
Hoffman, Karleen, Bloomsburg, Columbia.
Holmes, William H., Bloomsburg, Columbia.
Hopewell, Emily, Northumberland, Northumberland.
Hopper, Arlene, Espy, Columbia.
Hopper, Paul, Espy, Columbia.
Horn, Lloyd R., Bloomsburg, Columbia.
Houck, Robert, Bloomsburg, Columbia.
Hower, Max, Bloomsburg, Columbia.
Hower, W. Clair, Bloomsburg, Columbia.
Hummel, Foster M., Bloomsburg, Columbia.
Hummel, Rufus W., Espy, Columbia.
Hutton, Emily, Bloomsburg, Columbia.
Hutton, Helen, Bloomsburg, Columbia.
Hutton, Ruth, Bloomsburg, Columbia.
Hutton, William N., Bloomsburg, Columbia.
Hyde, Jack, Bloomsburg, Columbia.
Ikeler, Darl, Benton, Columbia.
Ikeler, Roy, Millville, Columbia.
Irving, C. Donna, Bloomsburg, Columbia.
James, Paul N., Bloomsburg, Columbia.
Jeremiah, Mollie, Shamokin, Northumberland.
Johns, Howard P., Forest City, Susquehanna.
Johnson, Marion F., Wilkes-Barre, Luzerne.
Jones, Catherine, Wilkes-Barre, Luzerne.
Jones, Edward C., Wilkes-Barre, Luzerne.
Jones, Margaret R., Ariel R. F. D. No. 1, Wayne.
Jones, Muriel E., Audenried, Carbon.
Jordan, Rema E., Dalton, Lackawanna.

Kabusk, Nellie M., Kingston, Luzerne.
Kahler, Ruth H., Bloomsburg, Columbia.
Kaiser, Ruth C., Elysburg, Northumberland.
Kase, Katherine M., Riverside, Northumberland.
Keating, Clarie E., Pittston, Luzerne.
Keen, Carrie, Glen Lyon, Luzerne.
Kehler, Meriam, Locust Dale, Schuylkill.
Kehler, Ronald E., Locust Dale, Schuylkill.
Kehren, Helen C., Forest City, Susquehanna.
Kennedy, Veronica M., Minersville, Schuylkill.
Kenney, Edward J., Connerton, Schuylkill.
Kenney, Julia, Tuscarora, Schuylkill.
Kerstetter, Irene, Northumberland, Northumberland.
Kester, Paul E., Bloomsburg, Columbia.
Kester, Raymond R., Millville, Columbia.
Kester, Zoe, Bloomsburg, Columbia.
Kilcoyne, Marion, Wilkes-Barre, Luzerne.
Kinner, Frances E., North Mehoopany, Wyoming.
Kirkhuff, Asa, Ashley, Luzerne.
Kisbach, Grace, Gordon, Schuylkill.
Kline, Mildred E., Sunbury, Northumberland.
Kline, Ruth M., Bloomsburg, Columbia.
Kline, Sadie G., Register, Luzerne.
Klingaman, Foster E., Berwick, Columbia.
Knedler, J. Warren, Jr., Moscow, Lackawanna.
Knoll, Gertrude, Nanticoke, Luzerne.
Knorr, Martha L., Bloomsburg, Columbia.
Knouse, Helen, Benton, Columbia.
Kreidler, Linda, Wilkes-Barre, Luzerne.
Kressler, Russell, Nanticoke, Luzerne.
Lage, Franciso, Habana, Cuba.
Lanning, Emma, Bloomsburg, Columbia.
Lanning, John, Bloomsburg, Columbia.
Lanning, Robert, Bloomsburg, Columbia.
Larish, Norman, Bloomsburg, Columbia.
Laudig, J. F., Deseronto, Ontario, Canada.
Laughlin, Thos. F., Lost Creek, Schuylkill.
Law, Hannah W., Bloomsburg, Columbia.
Law, James, Bloomsburg, Columbia.
Leach, Bernard M., Shenandoah, Schuylkill.
Lee, Harold, Orangeville, Columbia.
Leonard, Harry, Scranton, Lackawanna.
Levan, Amina W., Bloomsburg, Columbia.
Levan, Katie, Catawissa R. F. D. No. 3, Columbia.
Levinson, Gertrude, Hughesville, Lycoming.
Lineberg, Erma, Bloomsburg, Columbia.
Lineberg, Franklin, Bloomsburg, Columbia.
Linville, Falla M., Bloomsburg, Columbia.
Linville, Leta M., Bloomsburg, Columbia.
Loftus, Anna, Wilkes-Barre, Luzerne.
Lohman, Elmer, Nanticoke, Luzerne.
Long, Clark, Berwick, Columbia.
Long, E. Paul, Trevorton, Northumberland.
Longshore, Jennie W., Shamokin, Northumberland.
Longstreet, Samuel P., Scranton, Lackawanna.
Lorah, Mabel, Pittston, Luzerne.
Lord, Helen G., Scranton, Lackawanna.

Lott, Beatrice, Forest City, Susquehanna.
Lowe, Rachael, Plymouth, Luzerne.
Lowenberg, Clare, Bloomsburg, Columbia.
Lowenberg, Elsie, Bloomsburg, Columbia.
Ludwig, Miriam, Catawissa, Columbia.
Luhman, Harriet H., Oakfield, New York.
Lumpkin, Ruby, Muskogee, Okla.
Lundahl, Esther, Ringtown, Schuylkill.
Lydon, Mary R., Pittston, Luzerne.
McCoy, Grace B., Lewistown R. F. D. No. 2, Mifflin.
McDonald, Donald, Towanda, Bradford.
MacDonald, Elizabeth, Avoca, Luzerne.
McDonnell, Mary E., Ashland, Schuylkill.
McDonnell, Sadie, Centralia, Columbia.
McDowell, John L., Light Street, Columbia.
McDyer, Grace, Coaldale, Schuylkill.
McFadden, Katherine, Hazleton, Luzerne.
McGill, Mary S., Jeddo, Luzerne.
McKeon, Anna, Wilkes-Barre, Luzerne.
McLane, Anna, Scranton, Lackawanna.
McMahan, James, Bloomsburg, Columbia.
McMahan, Harold, Bloomsburg, Columbia.
McManus, Mary, Locust Gap, Northumberland.
Magee, Harry, Bloomsburg, Columbia.
Manley, Ursula, Scranton, Lackawanna.
Marce, Baudilio, Santiago de Cuba, Cuba.
Marchetti, Elizabeth, Nuremberg, Schuylkill.
Mariscal, Rafael, Sagua la Grande, Cuba.
Marks, Gerald E., Plymouth, Luzerne.
Marsells, Mary, Wilkes-Barre, Luzerne.
Martin, Alice C., Mahanoy City, Schuylkill.
Martin, Claire, Bloomsburg, Columbia.
Martin, Frances, Bloomsburg, Columbia.
Marvin, Sophia L., Wilkes-Barre, Luzerne.
Maurer, Edna F., Wilkes-Barre, Luzerne.
Mauser, Pauline, Danville, Montour.
Maust, Horace, Bloomsburg, Columbia.
Maust, Laura M., Bloomsburg, Columbia.
Maust, Ruth M., Bloomsburg, Columbia.
Medo, Edith, Glen Lyon, Luzerne.
Meehan, Mary A., Hazleton, Luzerne.
Meenan, Gertrude, Scranton, Lackawanna.
Meixell, Helen, Berwick R. F. D. No. 1, Luzerne.
Melan, Genevieve, Wilkes-Barre, Luzerne.
Melick, Harlond, Bloomsburg R. F. D., Columbia.
Menges, T. Amelia, Milton, Northumberland.
Mensinger, Jessie, Oneida, Schuylkill.
Merkal, Leah R., Catawissa, Columbia.
Miles, Rachael A., Kingston, Luzerne.
Millard, Pauline, Bloomsburg, Columbia.
Miller, Charles F., Bloomsburg, Columbia.
Miller, Clyde A., Bloomsburg, Columbia.
Miller, David B., Bloomsburg, Columbia.
Miller, Elizabeth G., Ashland, Schuylkill.
Miller, Mary R., Bloomsburg, Columbia.
Miller, Ralph E., Bloomsburg, Columbia.
Miller, Roy, Rohrsburg, Columbia.

Mitchell, Josephine R., Mahanoy City, Schuylkill.
Montgomery, Clara, Bloomsburg, Columbia.
Moore, Blanche G., Berwick, Columbia.
Moore, Zack L., Bloomsburg, Columbia.
Moran, Helen, Scranton, Lackawanna.
Morris, Minnie, Bloomsburg, Columbia.
Moyer, Miriam, Orangeville, Columbia.
Moyle, Elizabeth, Plymouth, Luzerne.
Mullen, Mary D., Honesdale, Wayne.
Musgrave, James, Moscow R. F. D. No. 1, Lackawanna.
Myers, Helen, Bloomsburg, Columbia.
Nicholson, Grace, Jermyn, Lackawanna.
Nogues, Alexander J., Sagua la Grande, Cuba.
Nyhart, Robert U., Glen Lyon, Luzerne.
O'Brien, Martha E., Benton, Columbia.
Oman, Glen, Bloomsburg, Columbia.
Orndorf, Mary R., Danville, Montour.
Papania, Alverta M., Bloomsburg, Columbia.
Patterson, J. Claire, Orangeville, Columbia.
Patterson, Ottis, Bloomsburg, Columbia.
Patterson, Rowena, Nescopeck, Luzerne.
Paye, Ella, Susquehanna, Susquehanna.
Peckham, Florence, Scranton, Lackawanna.
Pegg, Harold J., Buckhorn, Columbia.
Pegg, William L., Bloomsburg, Columbia.
Pennington, Anna, Bloomsburg, Columbia.
Pfahler, Elsie M., Wilkes-Barre, Luzerne.
Phillips, Helen, Bloomsburg, Columbia.
Phillips, Marian L., Bloomsburg, Columbia.
Phillips, Marjorie, West Scranton, Lackawanna.
Platt, Beatrice, Mainville, Columbia.
Pollock, Dorothy R., Hazleton, Luzerne.
Pollock, Miles, Strawberry Ridge, Montour.
Pope, Ruth, Nanticoke, Luzerne.
Porteus, Erma M., Berwick, Columbia.
Poust, Lyle, Bloomsburg, Columbia.
Poust, Pearl, Orangeville, Columbia.
Powell, Mary, Minersville, Luzerne.
Probert, Elizabeth, Hazleton, Luzerne.
Pursel, Beatrice E., Danville, Montour.
Pursel, Edna M., Shenandoah, Schuylkill.
Pursel, Elizabeth, Bloomsburg, Columbia.
Pursel, Marjorie, Bloomsburg, Columbia.
Quick, Anna, Orangeville, Columbia.
Ramborger, Katherine M., Nescopeck, Luzerne.
Rarig, Fanny, Numidia, Columbia.
Ratchford, Mary E., Shenandoah, Schuylkill.
Reichart, Esther, Hazleton, Luzerne.
Reilly, John J., Bloomsburg, Columbia.
Reimard, Catherine A., Bloomsburg, Columbia.
Remensnyder, Anna M., Shickshinny, Luzerne.
Renner, Grace V., Sunbury, Northumberland.
Reppert, Darrell E., Espy, Columbia.
Reynolds, Margaret T., Ashley, Columbia.
Rhoads, Mary, Numidia, Columbia.
Rich, Henry A., Hyde Park, Mass.
Richard, Fred J., Jr., Bloomsburg, Columbia.

Richardson, Maine E., Mahanoy City, Schuylkill.
Ringrose, Fred, Espy, Columbia.
Rishton, Tom P., Bloomsburg, Columbia.
Roan, Harriet E., Bloomsburg, Columbia.
Robbins, George A., Bloomsburg R. F. D. No. 3, Columbia.
Robbins, Leah, Catawissa, Columbia.
Robbins, Rachael, Bloomsburg, Columbia.
Robbins, Rhoda, Bloomsburg, Columbia.
Roberts, Anna H., Mt. Carmel, Northumberland
Roberts, Mary Lee, Bloomsburg, Columbia.
Robinson, Olive O., Honesdale, Wayne.
Rodriguez, René, Cifuentes, Cuba.
Rommel, Mary F., Pittston, Luzerne.
Rosell, Victor J., Trujillo, Peru.
Ruddy, Helen, Wilkes-Barre, Luzerne.
Russell, Lena, Herndon, Northumberland.
Ruth, John J., Riegelsville, Bucks.
Rutter, Betty, Bloomsburg, Columbia.
Rutter, William McKelvy, Bloomsburg, Columbia.
Ryan, Lucille, Plymouth, Luzerne.
Sainz, Juan, Cifuentes, Cuba.
San Pedro, Julio C., Marianao, Cuba.
Sands, Donald, Orangeville, Columbia.
Santee, Clara N., Conyngham, Luzerne.
Schlegel, Harry D., Urban, Northumberland.
Schoch, Myrtle, Lopez, Sullivan.
Schools, Francis, Lebanon, Lebanon.
Schools, Helen, Lehighton, Carbon.
Schraeder, Frank, Glen Lyon, Luzerne.
Schuyler, Mary F., Bloomsburg, Columbia.
Schuyler, Thursabert, Bloomsburg, Columbia.
Seely, Catherine, Berwick, Columbia.
Seiler, Camille, Bloomsburg, Columbia.
Seltzer, Alva, Ringtown, Schuylkill.
Senulis, Mary V., Shamokin, Northumberland.
Shaffer, Laura C., Berwick, R. F. D. No. 3, Columbia.
Shafer, Myrlynn, Wilkes-Barre, Luzerne.
Shales, Ernest E., Wilkes-Barre, Luzerne.
Shannon, Nora I., Wilkes-Barre, Luzerne.
Sharpless, Joseph, Bloomsburg, Columbia.
Sharpless, Myra, Bloomsburg, Columbia.
Shearer, Bruce M., Willow Hill, Franklin.
Sherburne, Arthur, Bloomsburg, Columbia.
Shoemaker, David K., Bloomsburg, Columbia.
Shultz, Sara, Bloomsburg, Columbia.
Shuman, Agnes E., Bloomsburg, Columbia.
Shuman, John, Bloomsburg, Columbia.
Shuman, Josephine, Bloomsburg, Columbia.
Shuman, Melba, Mainville, Columbia.
Shuman, Ralph, Mainville, Columbia.
Shuman, Rhea, Catawissa, Columbia.
Shuman, Sara C., Mainville, Columbia.
Simpson, Venus, Bloomsburg, Columbia.
Sites, Carrie, Hallstead, Susquehanna.
Smith, Henry E., Bloomsburg, Columbia.
Smith, Hervey B., Bloomsburg, Columbia.
Smith, Margaret R., Mahanoy City, Schuylkill.

Smith, Mary Agnes, Bloomsburg, Columbia.
Smith, Mont P., Bloomsburg, Columbia.
Smith, Victoria, Bloomsburg, Columbia.
Smith, Zola A., Benton, Columbia.
Smoyer, Madolyn, Bloomsburg, Columbia.
Snyder, Elsie, Trevorton, Northumberland.
Snyder, Freda, Dallas, Luzerne.
Snyder, Robert, Bloomsburg, Columbia.
Sosa, Miguel A., Isabela Sagua, Cuba.
Southwick, Ruth, Bloomsburg, Columbia.
Speary, Ruth, Wilkes-Barre, Luzerne.
Spencer, Kathryn M., Mahanoy City, Schuylkill.
Stackhouse, Cora E., Bloomsburg, Columbia.
Stackhouse, Helen, Bloomsburg, Columbia.
Stackhouse, Ruth, Bloomsburg, Columbia.
Stearns, Louise, Kingsley, Susquehanna.
Steel, Alice, Orangeville, Columbia.
Stettler, Evelyn, Bloomsburg, Columbia.
Stevens, Reuben, Madisonville, Lackawanna.
Stevens, Roland J., Madisonville, Lackawanna.
Steward, Arthur E., Lime Ridge, Columbia.
Stover, Mildred E., Scranton, Lackawanna.
Stroh, Helen, Bloomsburg, Columbia.
Summers, Margaret R., Bloomsburg, Columbia.
Sutliff, Harriet E., Bloomsburg, Columbia.
Sutliff, Helen E., Bloomsburg, Columbia.
Sutliff, Robert, Bloomsburg, Columbia.
Sutliff, Mrs. William B., Bloomsburg, Columbia.
Sutton, Margaret M., Wyoming, Luzerne.
Sweeney, Frances, Scranton, Lackawanna.
Sweetwood, Ida, Centre Hall, Centre.
Sypniewski, Helen, Nanticoke, Luzerne.
Tappen, Bessie, Scranton, Lackawanna.
Taylor, Martha, Bloomsburg, Columbia.
Teel, Mrs. Anastasia, Bloomsburg, Columbia.
Terwillinger, Edyth, Bloomsburg, Columbia.
Titman, Ruth E., Bloomsburg, Columbia.
Tito, Thomas, Guantanamo, Cuba.
Tosh, Beatrice, Wilkes-Barre, Luzerne.
Townsend, Dawn, Bloomsburg, Columbia.
Trout, Marion M., Catawissa, Columbia.
Troutman, Marian, Shamokin, Northumberland.
Ulrich, Marie, Strawberry Ridge, Montour.
Unangst, Edward R., Orangeville, Columbia.
Utt, Marie, Rohrsburg, Columbia.
Vance, Cordelia, Orangeville, Columbia.
Vannatta, Margaret, Bloomsburg, Columbia.
Vannatta, Roseanna, Bloomsburg, Columbia.
Wagner, May, Bloomsburg R. F. D., Columbia.
Walborn, Kathryn, Wilkes-Barre, Luzerne.
Walker, Lenora, Northumberland, Northumberland.
Wall, Ethel, Orangeville, Columbia.
Waller, Elizabeth, Bloomsburg, Columbia.
Walton, Helen, Plains, Luzerne.
Walton, Lena, Berwick, Columbia.
Wardan, Abilene, Dallas, Luzerne.

Warner, Meta, Wapwallopen, Luzerne.
Watrous, Alice M., Bloomsburg, Columbia.
Watrous, Marguerite M., Bloomsburg, Columbia.
Way, Frances, Bloomsburg, Columbia.
Wayne, Hazel, Bloomsburg, Columbia.
Weitzel, Joseph H., Rock Glen, Luzerne.
Welker, Ruth, Shamokin, Northumberland.
Welliver, Carman, Danville, Montour.
Welliver, Eugene, Bloomsburg, Columbia.
Welliver, Miriam E., Bloomsburg, Columbia.
Werkheiser, Charlotte, Bloomsburg, Columbia.
Wertman, Milroy B., Bloomsburg, Columbia.
White, Mariam C., Wilkes-Barre, Luzerne.
Whitney, Jean, Bloomsburg, Columbia.
Wieland, Edwina C., Linden Hall, Center.
Wigfall, Elizabeth, Bloomsburg, Columbia.
Wilcox, Cora D., West Nanticoke, Luzerne.
Wilkinson, Abbie, Dornsife, Northumberland.
Wilkinson, Ida, Dornsife, Northumberland.
Williams, Gertrude L., Kingston, Luzerne.
Williams, Helen R., Pottsville, Schuylkill.
Williams, Jane N., Kingston, Luzerne.
Williams, Mary E., Sugar Notch, Luzerne.
Williams, Paul, Espy, Columbia.
Williams, Thomas, Bloomsburg, Columbia.
Willits, Martha, Northumberland, Northumberland.
Wilson, Frank H., Bloomsburg, Columbia.
Wilson, Ida G., Bloomsburg, Columbia.
Wintle, Gretchen D., West Pittston, Luzerne.
Witchey, Fred B., Mountain Grove, Luzerne.
Witchey, Violet L., Mountain Grove, Luzerne.
Wolfe, Charles R., Bloomsburg, Columbia.
Woodring, Dorothy E., St. John's, Luzerne.
Yost, Edward H., Bloomsburg, Columbia.
Young, H. Dana, Plymouth, Luzerne.
Young, Priscilla A., Wilkes-Barre, Luzerne.
Young, Ruth, Catawissa, Columbia.
Zarr, Ben, Bloomsburg, Columbia.
Zarr, Jean, Bloomsburg, Columbia.
Zeliff, Courson C., Washingtonville, Montour.
Zelinski, Agnes E., Cressona, Schuylkill.
Zierdt, Marguerite, Hazleton, Luzerne.

SUMMARY OF STUDENTS

Number during Fall Term	580
Number during Winter Term	575
Number during Spring Term	574
Number of boys during the year	194
Number of girls during the term	442
Total enrollment	636



Interior 1915 Memorial Infirmary

THE ALUMNI

Alumni Association

Annual Meeting, Commencement Day

OFFICERS

President, Geo. E. Elwell, B.L.I., '67.
Vice President, D. J. Waller, Jr., B.L.I., '67.
Corresponding Secretary, G. E. Wilbur.
Recording Secretary, S. J. Johnston, '93.
Treasurer, H. E. Rider, '04.

EXECUTIVE COMMITTEE

Prof. O. H. Bakeless, '79, Chairman.
Prof. C. H. Albert, '79.
Mrs. F. H. Jenkins, '75.
Harriet, F. Carpenter, '96.
Mrs. J. H. Dennis.
Mrs. D. S. Hartline, '92.

Alumni Association of Luzerne County

Annual Meeting, Week of County Institute

OFFICERS

President, G. J. Clark, '83.
Treasurer, B. Frank Myers, '88.
Secretary, Nan S. Wintersteen, '98.

Alumni Association of Lackawanna County

Annual Meeting, Week of County Institute

OFFICERS

President, C. R. Powell, '83.
Vice President, W. H. Jones, '00.
Treasurer, John Jones, '12.
Secretary, Mamie Morgan, '95.

Alumni Association of Susquehanna County

Annual Meeting, Week of County Institute

OFFICERS

President, Edna Wilmont, '12.
Vice President, Kathleen Kendall, '16.
Secretary and Treasurer, Annette McCormick, '16.

Alumni Association of Schuylkill County

Annual Meeting, Week of County Institute

OFFICERS

President, Richard W. McHale, '90.
Secretary and Treasurer, Anna Curtin, '12.

Alumni Association of Dauphin County

OFFICERS

President, L. H. Dennis, '99.
Vice President, Dr. N. B. Mausteller, '92.
Secretary, Annie Schlayer, '97.
Treasurer, Mary Pendergast, '95.

Alumni Association of Wayne County

OFFICERS

President, Harold C. Box, '10.
Secretary and Treasurer, Florence L. Walters, '14.

Alumni Association of Mifflin County

OFFICERS

President, Melissa Shaw, '95.
Vice President, Edith Cole, '12.
Secretary, H. W. Ramer, '12.

Alumni Association of Snyder County

OFFICERS

President, Dr. A. J. Herman, '92.
Secretary and Treasurer, Sue E. Toole, '09.

Alumni Association of Lycoming County

Organized at Muncy, December 29, 1910

OFFICERS

President, Mary Truckenmiller, '98.
Secretary and Treasurer, W. J. Farnsworth, '05.

Alumni Association of Wyoming County

OFFICERS

President, Chas. L. Hess, '93.
Vice President, Mrs. Adelaide McKown Hawke, '89.
Secretary and Treasurer, Susan Jennings, '14.

Alumni Association of Northumberland County

OFFICERS

President, Benjamin Apple, '89.
Secretary, Ruth F. Nicely, '13.

Alumni Association of Union County

OFFICERS

President, Paul C. Snyder, '02.
Vice President, Nellie Fetterolf, '04.
Secretary, Helen Bingman.
Treasurer, Lauretta Latshaw, '96.

Alumni Association of Montour County

Organized December 23, 1915

OFFICERS

President, Fred W. Diehl, '09.
Vice President, Winifred Evans, '00.
Secretary and Treasurer, Mrs. Jennie Moore, '84.

Alumni Association of New York City and Vicinity

OFFICERS

President, W. C. Fisher, '05.
Vice President, Dr. A. K. Aldinger, '04.
Secretary, Mrs. C. C. Shuman, '01.
Corresponding Secretary, Mrs. F. W. McMurray, '04.

Alumni Association of Carbon County

OFFICERS

President, C. W. Keeler, '10.
Secretary and Treasurer, Alice Fenner, '93.

GRADUATES OF 1918

Normal Course

Adams, Louise Kisner, 137 E. Sixth St., Berwick.
Altmiller, Florence Elizabeth, 131 S. Cedar St., Hazleton.
Andres, Helen Grieves, 154 E. 5th St., Bloomsburg.
Andrews, Bertha Ada, 481 W. Main St., Bloomsburg.
Augenblick, Rebecca Delphia, 422 Front St., Nanticoke.
Aurand, Edna Carolyn, 239 E. Market St., Wilkes-Barre.
Bailey, Florence Mabel, 121 Jackson St., York.
Baird, Ruth Matilda, Laketon.
Bakeless, Katharine Harvey, 593 E. 3rd St., Bloomsburg.
Bavolack, Daniel, Jr., Tamaqua St., McAdoo.
Becker, Helen Ruth, 251 Shawnee Ave., Plymouth.
Boyle, Mary Regina, 141 First St., Drifton.
Brace, Leslie E., E. Third St., Bloomsburg.
Brittain, Norma Evelyn, Register.
Brotherton, Nellie Fancourt, 29 Walnut St., Kingston.
Butler, Ella Charlotte, Angels.
Carey, Margaret Marie, 1113 Burton St., Freeland.
Cherrington, Paul Leslie, Catawissa.
Conety, Esther Elizabeth, Glen Summit Springs.
Costello, Anne Etta, 418 W. Oak St., Hazleton.
Cotner, Cora Kathryn, Danville.
Creasy, Jessie Elizabeth, Dalton.
Cryder, Margaret Adams, 135 W. Second St., Berwick.
Cuff, Mary Agnes, 404 W. Cherry St., Shenandoah.
Cunningham, Susie Cora, 198 W. Ninth St., Bloomsburg.
Davenport, Edna M., Sweet Valley.
Deily, Edna Q., 243 Barton St., Bloomsburg.
Deppen, Ivy Thelma, Dalmatia.

Devers, Anna Esther, 573 N. Main St., Pittston.
Dodson, Edna Bess, 410 E. Eighth St., Berwick.
Donovan, Anna Cecelia, Broad St., Beaver Meadow.
Edgar, Dorothy, Espy.
Edwards, Criddie Evelyn, 1703 N. Sumner Ave., Scranton.
Edwards, L. Mildred, 136 Slocum St., Luzerne.
Edwards, Vida Elnora, Benton.
Engle, Rose, 186 Main St., Glen Lyon.
Fetterolf, Nita Marie, Mifflinville.
Foye, Elva C., 476 W. Main St., Bloomsburg.
Fritz, Sarah B., Jamison City.
Gaffney, Kathryn Mary, 16 Meade St., Pittston.
Gilbert, Marjorie E., 534 E. Seventh St., Bloomsburg.
Gillespie, Mary Magdelen, 632 Alter St., Hazleton.
Good, Zareta Agnes, 312 Madison St., Wilkes-Barre.
Gorman, Clara Mary, Main St., Girardville.
Gotshall, Lola Inez, 518 W. Third St., Bloomsburg.
Griffiths, Joseph, Connerton.
Gronka, Rose Agatha, Glen Lyon.
Hagemeyer, Martha, 303 N. Bromley Ave., Scranton.
Hahn, Edith Rebecca, 55 W. Main St., Nanticoke.
Harley, Anna Catherine, 140 S. Hancock St., Wilkes-Barre.
Harrison, Eleanor Bertelle, Shickshinny R. F. D. No. 2.
Harrison, Dorothy, Mt. Road, Plymouth.
Hart, Ralph, 524 E. Fifth St., Nescopeck.
Healy, Genevieve Catherine, 109 Broad St., Pittston.
Henrie, Margaret Miriam, Millville.
Henry, Carol Ruth, Fourth St., Tower City.
Henwood, Grace Mae, 201 Church St., Dunmore.
Hess, Florence Louise, 301 Delaware Ave., W. Pittston.
Hetler, Eleanor, 426 Centre St., Bloomsburg.
Hill, Florence Harriet, Beach Haven.
Hill, Rebecca Aubrey, 617 W. Second St., Hazleton.
Hower, Charles Maxwell, 345 W. Fifth St., Bloomsburg.
Hutton, Ruth, 338 Iron St., Bloomsburg.
Jones, Margaret Reba, Ariel R. F. D. No. 1.
Jones, Muriel Evans, 109 Green St., Audenried.
Jordan, Rema Ethel, Dalton.
Kabusk, Nellie Madalean, 588 Cherry St., Kingston.
Kase, Katharine May, 106 Sunbury St., Riverside.
Keen, Carrie Hilda, Glen Lyon.
Kerstetter, Mary Irene, Northumberland R. F. D. No. 1.
Kester, Raymond Rosco, Millville.
Klingaman, Foster E., 902 W. Front St., Berwick.
Knedler, John Warren, Jr., Moscow.
Knoll, Gertrude, 434 E. Main St., Nanticoke.
Knouse, Helen, Benton.
Kressler, Russell, 1003 Hanover St., Nanticoke.
Law, Hannah W., 156 W. Fourth St, Bloomsburg.
Leach, Bernard M., 317 E. Centre St., Shenandoah.
LeVan, Katie Elva, Catawissa, R. F. D. No. 3.
Lohman, Elmer, 154 E. Noble St., Nanticoke.
Longshore, Jennie W., 115 Dewart St., Shamokin.
Lord, Helen Gertrude, 721 N. Bromley Ave., Scranton.
Lott, Beatrice Myrtle, 721 Main St., Forest City.



1917 SENIOR BASKETBALL



1917 BASEBALL TEAM



1917 SENIOR BASKETBALL



VARSITY BASKETBALL SQUAD



FOOTBALL SQUAD 1916



GIRLS VARSITY 1917



Y. W. C. A. CABINET



Y. M. C. A. CABINET

Lundahl, Esther Marie, Ringtown.
MacDonald, Elizabeth, 918 Clark St., Avoca.
McFadden, Katharine Agnes, 137 S. Pine St., Hazleton.
McKeon, Anna Agnes, 67 E. Northampton St., Wilkes-Barre.
McLane, Anna Helena, 1221 Washburn St., Scranton.
McManus, Mary Magdalen, Maine St., Locust Gap.
Martin, Alice Clara, 710 E. Mahanoy Ave., Mahanoy City.
Medo, Edith, 433 Newport St., Glen Lyon.
Meehan, Mary Agnes, 529 Arthur St., Hazleton.
Melan, Genevieve Inez, 118 Prospect St., Wilkes-Barre.
Merkal, Leah Raechel, Catawissa.
Miles, Rachel Anne, 227 Chestnut Ave., Kingston.
Miller, Clyde A., 435 W. First St., Bloomsburg.
Miller, David B., 253 Iron St., Bloomsburg.
Moore, Blanche Gertrude, Tenth & Butternut Sts., Berwick.
Moyle, Elizabeth, 303 Shawnee Ave., Plymouth.
Mullen, Mary Doretta, Honesdale.
Musgrave, James F., Moscow, R. F. D. No. 1.
Nicholson, Grace, Washington Ave., Jermyn.
O'Brien, Martha Elizabeth, Benton.
Orndorf, Mary R., 100 Church St., Danville.
Patterson, J. Claire, Orangeville.
Peckham, Florence, 632 Prescott Ave., Scranton.
Pegg, Harold Jay, Buckhorn.
Phillips, Marian Louise, West Fifth St., Bloomsburg.
Pollock, Dorothy Ruth, 700 N. Wyoming St., Hazleton.
Pollock, Miles, Strawberry Ridge.
Pope, Ruth Gearhart, 228 E. Main St., Nanticoke.
Powell, Mary, 145 Abbott St., Miners Mills.
Probert, Elizabeth, 562 Locust St., Hazleton.
Pursel, Beatrice Evans, 740 E. Market St., Danville.
Rarig, Fanny Isabella, Numidia.
Rhoads, Mary Catherine, Numidia.
Richardson, Maine Entwistle, 804 E. Centre St., Mahanoy City.
Rommel, Mary Ford, 111 Broad St., Pittston.
Ruddy, Helen Paula, 174 Dana St., Wilkes-Barre.
Ruth, John J., Riegelsville.
Ryan, Lucille Kathryn, 122 Willow St., Plymouth.
Sands, B. Donald, Orangeville.
Shannon, Nora Irmina, 18 Nicholson St., Wilkes-Barre.
Shearer, Bruce M., Willow Hill.
Shuman, Melba, L., Mainville.
Sites, Carrie Louise, Hallstead.
Smith, Margaret Russell, 201 W. Spruce St., Mahanoy City.
Smith, Zola Arlene, Benton.
Snyder, Freda B., Dallas R. F. D. No. 3.
Speary, Florence Ruth, Wilkes-Barre R. F. D. No. 1.
Spencer, Kathryn Mortimer, 77 S. Main St., Mahanoy City.
Stevens, Reuben D., Madisonville.
Stroh, Helen, 2 E. Fifth St., Bloomsburg.
Sweeney, Frances Regis, 510 Chestnut Ave., Scranton.
Sypniewski, Helen G., 121 W. Church St., Nanticoke.
Taylor, Martha, 123 E. Fourth St., Bloomsburg.
Tosh, Beatrice Claire, 20 Strand St., Wilkes-Barre.
Walker, Leanora Nelson, Northumberland.
Watrous, Marguerite M., Bloomsburg.
Welker, Ruth Madeline, 924 E. Dewart St., Shamokin.

Welliver, Miriam Edith, 740 Center St., Bloomsburg.
Wertman, Milroy Breisch, 427 E. Third St., Bloomsburg.
Wieland, Edwina Christene, Linden Hall.
Wilcox, Cora Douglas, W. Nanticoke.
Williams, Jane Naomi, 28 Atlantic Ave., Edwardsville.
Wilson, Ida Gardner, 18 W. Fifth St., Bloomsburg.
Wintle, Gretchen Dorcas, 106 Parke St., W. Pittston.
Witchey, Fred B., Mountain Grove.
Wolf, Charles R., 322 East St., Bloomsburg.
Young, Horace Dana, 438 Bead St., Plymouth.
Yost, Edward Holmes, 54 W. Main St., Bloomsburg.
Zeliff, Clarke Courson, Washingtonville.

COLLEGE PREPARATORY COURSE

Clark, L. Funston, Latin Scientific, Catawissa.
Dennis, J. Elliot, Latin Scientific, W. Main St., Bloomsburg.
Laudig, J. Frear, Latin Scientific, Deseronta, Ontario.
Wiant, James Stewart, Medical Preparatory, Huntington Mills.

MUSIC COURSES

PIANO

Walton, Lena Elizabeth, E. Second St., Berwick.

COMMERCIAL COURSE

Brown, Margaret Louise, Vanceboro, N. C.
Harmany, Lee A., 128 E. Main St., Bloomsburg.
Harris, C. Dewey, Fifth & East St., Bloomsburg.
Henrie, William, 309 Church St., Danville.
Maust, Laura M., Bloomsburg R. F. D. No. 1.
Smoyer, Madolyn, 224 W. Fourth St., Bloomsburg.
Terwillinger, Edyth Luella, 429 E. Fourth St., Bloomsburg.

CLASS SECRETARIES

1871. J. M. Garman.
1875. Lorena G. Evans.
1876. Mary J. Hunt.
1878. C. D. Andreas.
1880. Celeste Kitchen (Prutzman).
1882. Nora M. Fenney (Mrs. L. P. Sterner).
1883. G. J. Clark.
1885. Cora Hagenbuch Holmes.
1887. Mary P. Sheep.
1888. Annie Supplee (Mrs. J. B. Nuss).
1889. Helen Barton John.
1890. Lulu M. McAlarney.
1891. C. C. Major.
1892. Anna E. Stair.
1893. Eva E. Dintinger (Mrs. E. D. Frick).
1895. Mary Detwiler (Mrs. E. E. Brader).
1896. Florence Kitchen (Mrs. C. Fullmer).

1897. Susan B. Bodmer.
1898. Clara M. Swank.
1899. Ira A. Ziegler.
1900. Bessie H. Davis (Mrs. Robert H. Carson).
1901. Esther Abbott.
1902. Harriet Fry.
1903. Mollie Moran.
1904. Maud Davis.
1905. J. Lee Tiffany.
1906. Mabel Hartzell (Zarr).
1907. Bertha H. Bacon.
1908. Marion Smith.
1909. Julia Simpler.
1910. Bertha V. Polley.
1911. Mabel VanReed.
1912.
1913. Ruth Nicely.
1914. Eda G. Miller.
1915. Beatrice H. Roth.
1916. Florence B. Maxey.
1917. Ruth Smith.
1918. Ruth G. Pope.

FOR PROSPECTIVE STUDENTS

(Kindly answer the following questions, and mail this form to the Registrar. It will aid him in making arrangements here for you.

Name (in full)

Home Address

How many years have you attended High School?

What High School did you attend?

Did you graduate? When?

For what work are you preparing?

The church you prefer to attend

When do you expect to enter?

Shall we reserve a room in the dormitory for you?

Can you give us the name of a friend interested in attending school?

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